

Philosophical and didactical reflections related to TESOL, program development and ELT management in general and TESOL, program development and ELT management in relation to Christianity from out of educational and didactical integration and unification.

Dr. Herman Fridsma.

Dual degree

Master of Arts in TESOL

Master of Arts in Education Management

THESIS.

St Clements University Higher Education School NIUE

Aldersgate College

May 2016

Title - Dual degree Master of Arts in TESOL, Master of Arts in Education Management Thesis:

Philosophical and didactical reflections related to TESOL, program development and ELT management in general and TESOL, program development and ELT management in relation to Christianity from out of educational and didactical integration and unification.

Author: Dr. Herman Fridsma.

E-mail address: dr.herman.fridsma@gmail.com

Co2016: Dr. Herman Fridsma.

Philosophical and didactical reflections related to TESOL, program development and ELT
management in general and TESOL, program development and ELT management in relation
to Christianity from out of educational and didactical integration and unification

By

Herman Fridsma

A thesis submitted in partial fulfillment of the requirements for the degree of

Master of Arts in TESOL, M.A. TESOL

in the Department of Graduated Studies of the St-Clements University.

and

Master of Arts in Education Management, M.A. Ed. Management (TESOL)

in the Department of Graduated Studies of Aldersgate College

Department of Graduate Studies
CERTIFICATE OF APPROVAL

M.A. TESOL
M.A. Education Management (TESOL)
Thesis

This is to certify that the Dual Degree
Master of Arts in TESOL, M.A. TESOL, Master of Arts in Education Management thesis of

Herman Fridsma

Has been approved by the Examining Committee for the thesis requirements
for the Master of Arts in TESOL and Master of Arts in Education Management dual degree

M.A. TESOL degree of the St-Clements University
M.A. Education Management (TESOL) degree of Aldersgate College

This is a decision made by the Dissertation Committee, by means
of the Thesis Supervisor and its Members.

Foreword:

The Thesis called “Philosophical and didactical reflections related to TESOL, program development and ELT management in general and TESOL, program development and ELT management in relation to Christianity from out of educational and didactical integration and unification”, written by Herman Fridsma is primary based on the principles and methodology of TESOL in general and the relation towards ELT management and Christianity from out of educational and didactical integration unification and practical research. The thesis is primary focused on Fridsma and field related philosophical reflections, practical developed Christian ELT programs and quality research. This thesis is written for Christian and non-Christian TESOL related teachers/tutors/teacher trainers and scientists related to development programs and practice in general and it is written related to Christian consciousness and awareness towards TESOL in special. (A Christian is a person related to Jesus and his teaching, related to Christian religion and beliefs, Hornby (P146) edited by Fridsma).

May 2016: Dr. Herman Fridsma.

Luke 5 verse 10: Then Jesus said to Simon, “Don’t be afraid; from now on you will catch men.”

Science is knowledge related to a form of revelation from out of research, (Fridsma).

Acknowledgments:

This M.A. in TESOL research thesis is dedicated to Ineke van Meurs and Nadine de Haseth and I give special thanks to my tutors at LTTC for their support during my studies and training and especially to Sally Marshall who inspired me and to Dr. Phyllis Vannuffel and Dr. David Le Cornu of St Clements University who made it possible for me that I could write this 30000 words research thesis called” Philosophical and didactical reflections related to TESOL, program development and ELT management in general and TESOL, program development and ELT management in relation to Christianity from out of educational and didactical integration and unification” related to the degree of Master of Arts in TESOL (M.A. TESOL).

Knowledge, truth, respect and understanding are important in life (quotation: Fridsma).

I myself am devoted to lifelong learning, studies and research as part of professional and personal development...

Dr. Herman Fridsma, May 2016.

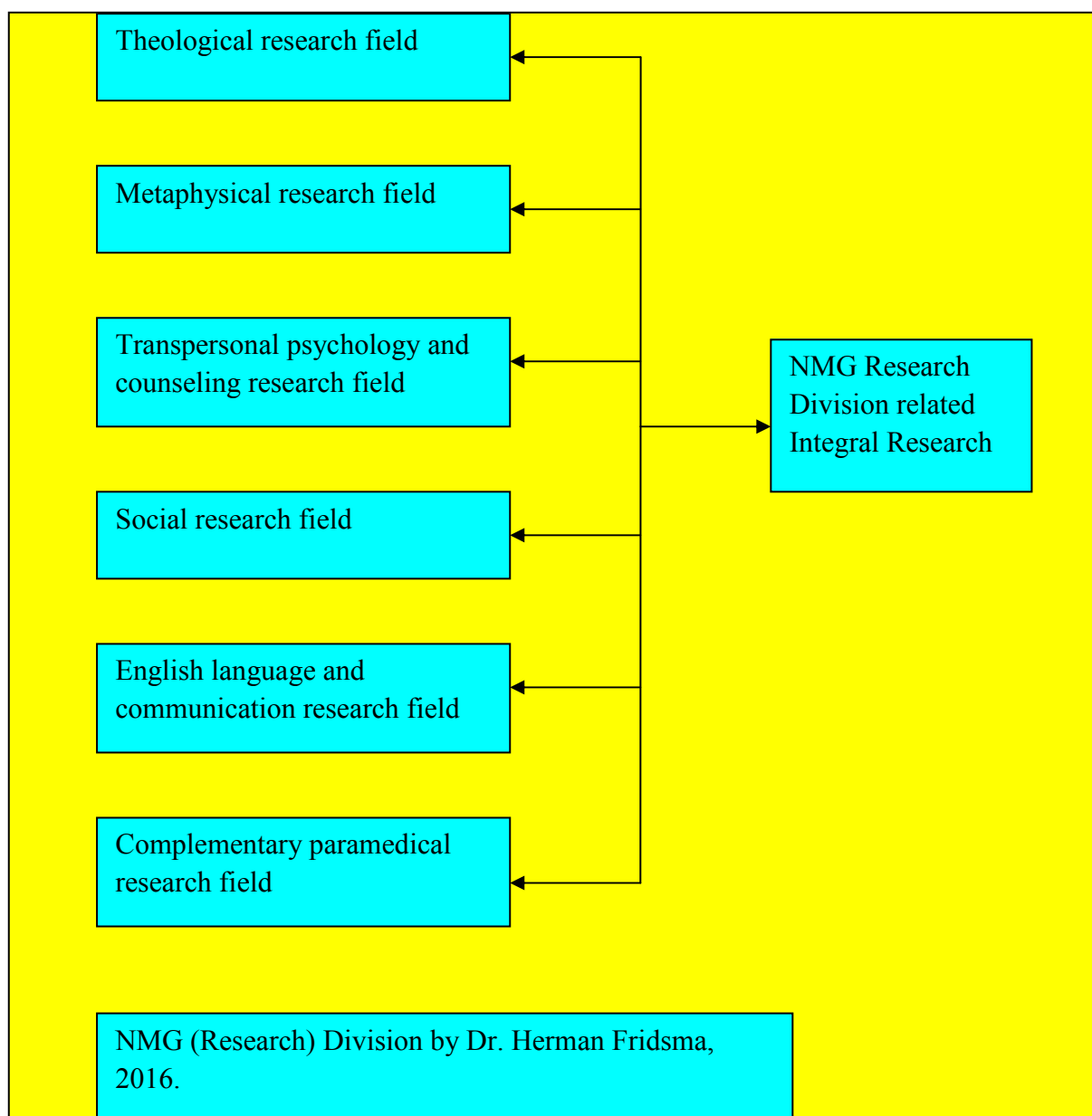
Copy rights:

Philosophical and didactical reflections related to TESOL, program development and ELT management in general and TESOL, program development and ELT management in relation to Christianity from out of educational and didactical integration and unification.

Author: Dr. Herman Fridsma.

Copy rights: Dr. Herman Fridsma, 2016

NMG Research structure:



Preface:

Main topics which are integrated within the research thesis called: Philosophical and didactical reflections related to TESOL, program development and ELT management in general and TESOL, program development and ELT management in relation to Christianity from out of educational and didactical integration and unification, are: Philosophical and didactical reflections related to TESOL; TESOL and ELT management; TESOL and ELT management in relation to Christianity; TESOL and ELT management in relation to program development; TESOL and ELT management and Christianity related to Christian educational integration and unification; language and second language acquisition; TESOL practice; vocabulary; speech, reading, writing and grammar; materials; lesson programming; syllabus; materials and ELT management, Old Testament and New Testament; Christ and Christianity; metaphysical theological reflections related to TESOL; TESOL and Christianity and didactical education.

Genesis 1 verse 3 “And God said: Let there be light.”

Dr. Herman Fridsma.

Table of Contents:

Title:	P2	
Foreword:	P5	i
Acknowledgements:	P6	ii
Copy Rights and NMG research structure:	P7	iii
Preface:	P8	iv
Table of contents:	P9	v
Biography:	P10	vi
Chapter One – OUTLINE		
Introduction:		P12
Chapter Two – LITERATURE REVIEW		
Review:		P51
Chapter Three – RESEARCH METHODOLOGY		
Research methodology:		P57
Chapter Four – RESEARCH RESULTS and ANALYSIS		
Findings:		P60
Chapter Five – CONCLUSION AND RECOMMENDATIONS		
Conclusions and recommendations:		P95
Chapter 6 Summary and Discussion:		P96
Bibliography and References:		P97
Persons Register:		P100
Appendix:		P102

Biography:



Author: Herman Fridsma, Amsterdam 2016 Netherlands.

E-mail address: dr.herman.fridsma@gmail.com

General profile information:

Name: Dr. Herman Fridsma.

Born: 1964 may 4 Place of birth: Purmerend

Contact address: See E-mail address

Country: Netherlands

Main Studies:

- Naturopathy, ND doctorate (Naturopathic Doctor).
- Transpersonal counseling, Ph.D. degree.
- Theology, Doctor of Theology degree.
- Metaphysical science, Master degree.
- Social work, 4 years fulltime, Baccalaureate, (Bachelor Social Work) degree.
- Transactional Analysis, Diploma.
- Behavioral modification of children in the intramural healthcare, postgraduate Certificate.
- Anatomy, physiology, pathology, (graduate) Certificate.
- Basic psychotherapy and behavioral therapy, Certificate,

- Basic relaxation techniques, Certificate.
- Management of Public Organizations, (Public Administration) diploma.
- General entrepreneur skills diploma, testimonial.
- Diploma Teacher Training.
- Graduate Diploma TESOL, (Senior English teacher).
- Diploma Teaching Business English.
- Diploma Montessori Methodology English Language Teaching.
- Certificate Teaching English Young Learners and Teenagers.
- Certificate in Applied Complementary Therapy Techniques in the Classroom.
- Certificate award EDI: Diploma TESOL level 5.
- Diploma TESOL. (English teacher).
- Naturopathy, 5 year, exam testimonial and post graduated level certification (specializations Homeopathy and Orthomolecular Medicine).
- Nutritional Therapy in practice, Certificate.
- Oligotherapy, (postgraduate) Certificate.
- A.P.S. Pain Therapist, (electro therapy), Certificate.
- Practitioners (metaphysician) diploma spiritual mind treatment.
- Ordainedination and religious/metaphysical Minister Diploma.
- Financial management. Information Management, Operation Management diplomas.
- Management of Public Organizations, Marketing Advisor, Business Coach diplomas.
- Finance and Accounting, Business economics, Business law, Financial Strategy diplomas.
- Financial services, Stock trading, Currency trading, Property investment, Bookkeeping diplomas.
- Inferential statistics, Qualitative research methodology diplomas.
- Debt management, Credit management, Computer bookkeeping, Taxation diplomas.

Practice:

NMG-(Research), Amsterdam, Netherlands.

Founder of the Christian Metaphysical Crusader Church Practice (CMCCP).

Philosophical and didactical reflections related to TESOL, program development and ELT management in general and TESOL, program development and ELT management in relation to Christianity from out of educational and didactical integration and unification by Herman Fridsma.

Chapter One – OUTLINE

Introduction:

This master research thesis is primary focused on Christian related TESOL and general TESOL practice. Within this introduction chapter we will look closer at:

- First stage statistic research and research interpretation related to world population, languages and religions.
- TESOL case studies related to the teaching practice of English language teaching developed by Fridsma.

In chapter four we will go further with for example:

- Second stage statistic research and research interpretation related to world population, languages and religions.
- Specific Christian related TESOL case studies related to the teaching practice of English language teaching developed by Fridsma.

The Appendix contains NMG practice related TESOL – ELT (management) models developed by Fridsma.

Christian ELT in distress:

Fridsma will present 2 by Fridsma edited and discussed articles which are showing that Christian ELT related to TESOL is not yet developed at a general level of TESOL related maturity because of intolerance and skeptics.

Article 1:

Phrases from Canagarajah article: There is something furtive about the behavior of evangelicals in TESOL.

This article is written by Suresh Canagarajah.

Canagarajah writes: My title is taken from the observations of Bill Johnston (forthcoming), who went on to give his well-intentioned advice for evangelical teachers in the profession: "Stop hiding." The evidence for this supposed furtiveness is overwhelming: having our own specialist publishers for our books, our own journals, our own university training programs (..) Other critics have observed that we take to English language teaching only to convert students under the professional cover, and that we keep our identity hidden in classroom and schools in order to manipulate the curriculum and discussions for conversion purposes.

They have labeled our modus operandi "stealth evangelism" (..) Let us first disentangle the less confusing aspects of this charge. That there are some misguided organizations that might exploit ELT for conversion purposes is well known and readily cited by our critics. Christian professionals oppose anyone who uses teaching for evangelization without any professional expertise or concern for students and local communities. Another misunderstanding to get out of the way is our production of books and journals with Christian publishers. Academic publishers are simply not interested in publishing work related to evangelical Christianity, especially if it doesn't display a good measure of scholarly cynicism toward the subject. They have to worry about making a profit in the scholarly market. (..) But it is the other manifestations of our supposed furtiveness that I find difficult to reject. It is not difficult to argue that operating stealthily is morally and spiritually unacceptable for Christians. (..)

I understand the scriptural command to be the salt of the earth as a call to lose my identity, enter deeply into all social domains, and transform everything around me to be in line with Christian values. (..) As for the need to meet with like-minded people and enjoy times of in-group bonding, this is also both a scriptural and social need. We find Jesus withdrawing with His disciples to review their teaching and work periodically. We find them praying together and preparing themselves for service at other times. To be a close-knit body, connected to our divine roots and, thus, exemplifying a model community life is a scriptural injunction (John 15). (..)

Canagarajah concludes by saying: Perhaps we should propose a semantic shift and ask that our critics change their pejorative terms for a positive experience. Evangelical teachers are not being furtive, stealthy, deceptive, and separatist. They periodically bond together and recharge themselves in safe houses for a very social/public mission that is holistic, integrated, embedded, all pervading, deeply ingrained, transformative in short, incarnational.

Source: Slw & CALL October 2007 Volume 11 No. 3, edited by Fridsma.

Commentary Fridsma:

Fridsma agreed and says that TESOL and Christianity could live in harmony as showed within this research thesis under findings. Some criticasters are as seen in article 1 prejudiced towards Christianity in relation to TESOL but when they as independent researchers observe objectively the Christian related ELT practice towards students of Christian and or other or non-religion origin, this criticasters could notice good, result related and effective ELT teaching practice and educational lesson programming and program output towards these students. Fridsma does not deny that there are also dishonest language schools or institutes and individual teachers/tutors with other goals within their teaching practice, these minority negative attitude groups with their own goals and tasks gives however a negative influence and disharmony towards Christianity and ELT integration of well willing Christian teachers/tutors and language schools/institutions who are willing to integrate Christianity and ELT at a harmonious way, note Fridsma.

Article 2:

Phrases related to Purgason's article: Religion in ESL Textbooks.

Within this article Kitty B. Purgason writes:

What might students learn about Christianity in their ESL textbook? How do ESL texts treat religion? These questions were asked in preparation for the TESOL 2007 CETC Colloquium, "Images of Christianity in the Media." Purgason refers to a study of books published by a variety of publishers as long ago as 1985 and as recently as 2006 in which case only 26 books were covered. Purgason says: "For that reason, I decided not to generalize about numbers or percentages, but rather to use the survey, and my personal review of additional texts on my shelf, to create categories of how religion is dealt with in ESL texts."

Casual References:

Some books can be categorized by a casual reference to religion. However, books that contain such casual references only to one religion may be experienced as biased by some students.

Biblical References:

Different from talk of church or mosque, sometimes books contain indirect references to the Bible, of the type that is usually considered cultural literacy. Indirect Acknowledgment: A third category would be an indirect acknowledgment that religion is an element in people's lives. For example, a unit in a workplace ESL book includes a letter stating "in my religion we don't drink alcoholic beverages" and asking for advice about attending a party at a coworker's house.

Touching on Possible Religious Beliefs:

Fourth, some books contain elements that touch on what might be included in students' or teachers' religious views without the mention of religion. Prominent among these are readings about superstitions, good-luck charms, palm reading, fortune telling, ghosts, and extrasensory perception.

Explicit Coverage of Religion:

Fifth, some books include explicit information, usually in reading texts, about religion.

No Mention of Religion:

A final possibility (quite common among the books surveyed) is that religion is not mentioned at all. Publishers seeking to avoid offence often deliberately choose this option.

In her conclusion Purgason writes: "(...) I hope that this initial analysis of how our texts deal with religion will prompt consideration of how to do that well. It can also help us in the process of materials evaluation and choice, as well as materials development".

Source: SLW & CALL October 2007 Volume 11 No. 3, edited by Fridsma.

Commentary Fridsma:

As seen within article 2 and concluded by Fridsma, teachers/tutors need to take action by their own from out of their free will and responsibilities towards their students in order to restore balance between ESL textbooks and Christian religion if needed. Fridsma has given some pathways within the findings chapter in order to provoke Christian teachers/tutors to develop at partial level of the ELT teaching practice related to Christianity their own teaching materials in relation to the needs of the student target groups they are aiming for. The development of Christian related ELT materials is needed and appropriate when regular ELT materials do not fulfill the needs of the students and or teachers/tutors related to ELT related Christian teaching, so the unbalance could be restored towards a effective Christian related ELT practice, note Fridsma.

This articles shows us that it is important for us Christians to develop our own identity as Christian teachers wit our own developed materials next to secular teaching materials this is needed in order to close the gab and to come to constructive Christian related ELT teaching from out of our own Christian identity and presentations at quality levels of ELT, end of note Fridsma.

TESOL general philosophical reflections:

TESOL fulfils a native and non-native English status related important international role in the 21st century world. Secular and non-secular related private and regular language institutions and schools, training colleges, schools, and universities at global scale of the world are involved with TESOL and related methodologies which are spread around the world by TESOL professionals and professional TESOL institutions. So TESOL can claim scientifically and methodologically quality research and development related to the TESOL professional division at al levels of pre, primary, secondary and tertiary level of education related to English language. Important parts spread over all chapters are the TESOL related reflections related to Fridsma. These TESOL reflections find its way by means of TESOL practice and theoretic thesis and hypothesis related to philosophical arguments, workouts and statements which are for example set by means of ELT subject related models and findings as seen and developed by Fridsma. The purpose of these reflections is to set some important TESOL related (basic) subjects into a meaningful sense, perspective and context towards science and applied practice integration. As mentioned before within this introduction chapter, we will look at statistics related to world population, languages and religions as a first data interpretation argumentation (the second statistic data interpretation workout is set in chapter four, the findings chapter). The main reason for this extended statistical research is to state the fact of the importance of Christianity towards the TESOL related Christian community at global scale of the world. The Fridsma related statements and conclusions justify a more involved TESOL Christianity education integration towards Christian related ESOL learners and teachers.

In today's world Christian related teachers/tutors, language schools and institutes have to acknowledge their responsibilities towards their students/pupils. They have to stay focused at their Christian and ELT values related to the teaching practice in a Christian or non-Christian

environment. Responsible actors within the TESOL field of qualified professionals have to take their responsibilities in order to initiate a more Christian related teaching concept towards their teaching practice at TESOL level.

Fridsma would state in general within this and other chapters related to the subject of communication and language that at philosophical and linguistic level we could come to the conclusion that language is communication and communication is language, this statement by Fridsma implies that language is the source of communication and that communication is the source of language which means that language and communication are bounded. Without language there is no communication and without communication there is no language.

Within this research thesis Fridsma present some practical research and practical (Christian) ELT practice related teaching projects (see chapters one and four). Fridsma present also practical ELT and materials research and development models (see chapter four).

Language learning and also language teaching had to be a creative process of knowledge integration and knowledge exchange based on student related goals and needs from out of a teaching environment that stimulates both, the student and the teacher/tutor related to English language learning. In this chapter one we will look closer at language acquisition and learning and linguistics which conclusions are of importance for the TESOL practice and for the teacher/tutor related used methodologies related to students. Language acquisition and learning and linguistics are also of importance for TESOL related methodology research and development at all levels of the teaching practice. We need also study ELT management in order to manage ELT teaching processes (see chapter 4). Fridsma integrated within the findings chapter some NMG, Amsterdam, Netherlands related small scale teaching projects and evaluations. Fridsma will introduce for example a by Fridsma developed BTOR teacher evaluation concept instrument in chapter four.

ELT management is of fundamental importance for the TESOL practice because of the fact that ELT management state the whole teaching concept and process towards the TESOL practice related to teachers/tutors/trainers and related to the English language learners/students within the field of ESOL, within this research thesis Fridsma will pay extra attention towards ELT in general and ELT processing in special.

The main reason why Fridsma developed this research thesis is the fact that Fridsma finds it of great importance that the TESOL professional community has to be aware of the need for integrated and emerged Christian and TESOL related teaching practice concepts for practical introduction within the TESOL field practice of qualified TESOL professionals at all levels of teaching. Fridsma plead for Christian TESOL unification development projects in order to initiate Christian related TESOL teaching at level of teaching practice. Fridsma hopes to set and provoke discussion and debate between TESOL qualified professionals by means of this thesis so the concept of efficient operating Christian related TESOL divisions at global scale would be discussable at living level of open communication at global scale within the TESOL main division(s) in general and the Christian related group in special.

God related to science and science related to God, a keynote by Fridsma with a link to TESOL/TEFL:

McKibben writes in; The end of nature: Science of course replaced 'God' as a guiding concept for many people after Darwin (McKibben, P75), Fridsma agreed; this is a truth because many people and scientists deny God, its concept and its nature of origin and replaced it by science which one had declared as holy and sacred, and which one will worship like a God but which could be actually seen as a false God as Fridsma explained. The true God is a God of love, divinity and universal power while science is a process of logical research and understanding of God related processes but not always really seen as God related processes so science is a form of God related revelation to mankind to gain knowledge because of the natural consequences of paradise lost but not every one can or will symbolically accept that because of one's own beliefs at personal level of understanding and conformation. God is as seen more than science and science is as seen part of God related to revelation towards mankind. And seen that way, science can be seen as a process of logical learning, understanding and exploring by means of research and experiments but as explained, this is in fact a process of revelation in order to explore and gain knowledge from out of God at abstract level of science. (...) People need to be careful with the ethical and moral implications of science and science related technological development in relation to mankind, nature and to God. (Key note Fridsma). Fridsma: 2009, (P71). As explained by Fridsma, science and scientific development is a part of revelation related knowledge development by means of research and understanding and seen at that particular way it is part of God, so scientific research could be seen as research related to revelation related knowledge development from out of the scientific fields and related to God. This statement by Fridsma is also valid for TESOL/TEFL related development and research, end of note Fridsma.

What is a professional Christian ESOL teacher?

A professional Christian ESOL teacher is a teaching professional who combines Christian identity with TESOL English teaching methodology towards his or hers teaching practice and students (Fridsma).

The role of the professional Christian ESOL teacher, remarks from Fridsma:

Before we can answer the question: What makes someone a professional Christian ESOL teacher? A professional Christian ESOL teacher has a open eye for the needs of Christian language students. The Christian related ESOL teacher creates a Christian teaching environment related to TESOL and the Christian student in order to teach English language. from out of this specific Christian environment. Being a Christian English teacher is not enough for being a qualitative operational qualified TESOL professional. We have to look more detailed at the profession of the certified teacher in general and the professional teacher in special next to the relation between TESOL and the teacher and teaching process in general. A professional Christian ESOL teacher is in Fridsma's opinion a creative and participative professional qualified, skilled and trained teacher who acts normative at natural level of teaching and humanity from out of one to one teaching or classroom teaching related to his or hers field of teaching and qualification in order to teach pupils and or students from

out of that specific field in order to stimulate and or examine their personal progress, knowledge, skills and attitude. Students will be more successful if a teacher creatively matches his or her teaching style to their learning styles and capabilities. A qualified teacher is a skilled teacher who has an eye for the teaching process in relation to the student in order to achieve student related progress from out of an open point of few towards teaching.

A professional Christian ESOL teacher has as noticed to be creative, participative, natural and empathic, they must motivate, stimulate, encourage and exercise personal responsibilities related to the students or pupils this must be bound to learning and the learning process in order to gain learning progress. Students and pupils must be given the possibility to learn at their own pace and style rather than following a compulsory and chronologically-based curriculum so one could develop one's own learning capability under guidance of the teacher/tutor. If a student or pupil stays behind, a good teacher seeks for the cause in order to solve the problem by means of student/pupil related interventions and extra lessons and course programming so the student or pupil could achieve one's learning goals in accordance to the teacher and the teaching program (Fridsma).

Professional Christian ESOL teachers are professional qualified, skilled and trained. Professional Christian ESOL teachers will act at normative level of teaching practice and at natural level of teaching and humanity from out of one to one teaching or classroom teaching related to his or hers field of teaching and qualification in order to teach pupils and or students from out of that field and a client related teaching style in order to stimulate and or examine their knowledge, skills and attitude. Students will be more successful if a teacher matches his or her teaching style to their learning styles and personal capabilities. A qualified teacher is a skilled teacher who has an open-eye for the teaching process in relation to the student in order to achieve student related progress. A good teacher had to be a good communicator and a good functioning creative and participative teaching professional in order to transfer knowledge and information towards the language learner. A professional Christian ESOL teacher had to adapt multiple teaching methods in order to use at related students so one could initiate effective learning processes. A professional Christian ESOL teacher participates actively and directly on the needs of the client/student directed to him or her in order to achieve the learning goals and in order to initiate personal English language learning progress related to the client/student. A professional Christian ESOL teacher integrates, as seen, the TESOL concept with the concept of Christianity which will be the basics for the TESOL related teaching practice in order to stimulate student related:

1) Proper use of English

2-Reading skills development.

3-Writing skills development.

4-Speaking skills development.

5-Listening skills development.

End of note Fridsma.

In order to state the Christian related TESOL qualified teaching professional within the teaching practice Fridsma will exercise one case study lesson program example related to NMG, Netherlands a small subdivision Christian ELT practice founded by Fridsma.

Teaching practice Christian related English language teaching, a by Fridsma developed teaching program presented as a case study lesson program example related to NMG, Netherlands:

Case study by Fridsma:

Subject: English language and history; 1 hour lesson plan:

Materials and equipment:

- Overhead projector with projection screen.
- Overhead projector presentation program sheets (pictures/schedules).
- Outline papers concerning English language and history for reading purposes within the classroom.
- Attached appendix and assignment homework instruction related to English language and history papers for homework purposes.
- Paper and writing materials for notations.

Non lesson materials: Tea, coffee, cups, sugar, cream, chairs, tables.

Target group:

Adult English learner students.

Global lesson timetable (guideline):

Begin of lesson.

- Welcome and personal introduction (5 minutes).
- Christian prayer (5 minutes).
- Lesson goals explanation and short subject introduction: goals and English language and history introduction (5 minutes).
- 1st stage student questions (5 minutes).
- Reading pause for reading of the outline related to the English language and history subject paper (5 minutes).
- 2nd stage student questions (5 minutes).
- Starting overhead projector presentation: English language and history, during the overhead projector presentation gives the trainer information in relation to the by the overhead projector

presented schedules and pictures related to the subject of English language and history (15 minutes).

-Discussion overhead projector presentation (10 minutes).

-Final student questions, lesson evaluation, homework and appointments (5 minutes).

End of lesson.

Total effective minutes of education and participative (inter)active learning processing: 60 minutes.

Mean objectives:

The trainee student(s) will be learned to understand the subject of English language and history from out of a basic level of understanding up to a more advanced concept of adaptation by means of didactic English language and history presentations and the discussion and didactic information transfer of educational aspects in relation to the English learner's own learning capacity, the tutor/trainer will guide the lesson and the lesson related instructions and homework tasks. The trainee/student has to adapt the lesson information for learning purposes towards their own learning goals and for personal understanding. The trainee/student has to participate actively by means of lesson related questions, trainer instructions, overhead projector English language and history subject presentation and discussion so one can adapt and experience the learning process as an effective instrument in order to gain knowledge in relation to personal development as English learner. The tutor/trainer has as goal to instruct and to guide the trainee/student in relation to the didactic English learning goals which need to be achieved and which has as purpose to stimulate the English learners creativity in order to achieve English language and history subject related learning information related to trainee/student language progress development during the lesson hour. The trainee/student will be stimulated to develop one's English language and history subject understanding from out of a more practical pragmatic translation under guidance of the present tutor/trainer. Homework assignments will help the student to work towards a deeper level of philosophical understanding of applied learning fieldwork related to the English language and history subjects by means of independent working and thinking in order to gain a more comprehensive understanding of English language development and in order to clear the homework assignment.

The overhead projector presentation:

During the overhead projector presentation gives the trainer information in relation to the by the overhead projector presented schedules and pictures related to the subject of English language and history.

Course presenter: Dr. Herman Fridsma Topic: English language and history

Overhead projector picture 1:

Introduction - English language and history what does it mean for English learners?

Why is English history of importance for English language study?

What means fluency in English language speaking, writing and reading?

Is there a controversy between literature, history and English language?

Can you be accurate, consequent and fluent in today's world?

Overhead projector picture 2:

Structure - What is the purpose of English history and literature for English learners?

What is the definition of English learners?

What is the purpose of being accurate in English learning?

What is the purpose of fluency in English learning?

Overhead projector picture 3:

Conclusions – English learners had to be accurate in relation to learn English language.

English learners had to orientate on English history and language development in order to come to a better understanding of language in relation to English language learning.

English learners need to be speaks, write and read fluent English in relation to their learning goals.

Overhead projector picture 4:

Discussion - Questions related to English language and history:

Will and can you integrate the concept of historical knowledge into your English language learning?

Will and can you integrate the concept of second language learning principles into your English language learning?

Overhead projector picture 5:

End - We wish you a fluent and constructive English language learning future.

The overhead projector presentation is part of a strict training/teaching session related to the corresponding mini timetable, so the training program continues conform the lesson program structure, note Fridsma.

As seen by this sample TESOL Christian related lesson program we can conclude that Christianity and TESOL can integrate at unification level of an emerged teaching practice.

The Fridsma doctrine 10 to 20% Christianity attention rule towards Christian related ESOL teaching related to Christian language learning groups:

Fridsma proposed within this thesis a towards Christian target groups related TESOL Christian unification emerging of practice and theory. Fridsma suggest TESOL Christian integrated lesson programs towards this explicit Christian identity colored groups by means of practical cases and teaching models in which case the related lesson programs could be fully (100%), or as suggested by Fridsma, for 10 to 20% of the effective lesson time be related to Christianity from out of language training and for 90 to 80% towards regular TESOL related language training with optional Christian related subject integration within the English language learning and teaching practice, as stated by Fridsma only by means of exception a lesson may be 100% covered by Christian subjects related to applied language study. This overall suggestion by Fridsma is presented as the Fridsma didactical Christian – TESOL unification doctrine. Fridsma has developed and tested some practical models and will illustrate the TESOL Christian unification reality with some related cases which are used as example from out of his NMG practice in the Netherlands related to ELT management and Christianity.

Applied statistics towards world population, languages and religion related to thesis research and TESOL:

Before we go further we have in relation to the research thesis related main subjects to look at world population related statistics which are directly related to the quantitative world population development, the fact that the world population gets older, the major main languages, and the major religions. Fridsma has to make a statement that the statistics within this research thesis are for applied TESOL related scientific purposes only and because of this fact Fridsma has to state the ceteris paribus clause related to the within the research thesis presented statistics and statistics related conclusions and arguments. It is for language researchers, (linguist's and language teachers) important to take notice of global world population development in order to analyze the facts and in order to state field related conclusions. The within the research thesis conducted minor statistical research and the by Fridsma presented statistical research outcome results related to world population development in the mentioned areas is justified because of the scientific relation towards the main research thesis subjects of English language research, teaching and the (Christian) bible. These subjects need to be related to statistical statements and conclusions in order to justify the true meaning and purpose of integrated ELT and Christianity related to Christian English learning target groups.

Statistical facts related to different sources selected by Fridsma:

Current world population (ranked) May 28 2016:

population (all estimates):

	<u>2015-07-01:</u>	<u>yearly growth:</u>	<u>daily increase:</u>	<u>May 28 2016:</u>
<u>World:</u>	7,349,472,099	1.132%	227,93	7,425,141,881

Source:GeoHive, minor edited by Fridsma. Internet link:
http://www.geohive.com/earth/population_now2.aspx

Brief comment towards the current world population related to ELT: We could state a steady but increasing world population growth, this increasing growth affects the need for an increasing number of TESOL trainee's and qualified TESOL related teachers at global scale, note Fridsma.

Elderly world population development grows:

The world's 65-and-older population is projected to triple by mid-century, from 516 million in 2009 to 1.53 billion in 2050, according to the U.S. Census Bureau. In the United States, the population 65 and older will more than double by 2050, rising from 39 million today to 89 million. There are currently four countries with 20 percent or more of their population 65 and older: Germany, Italy, Japan and Monaco. By 2030, 55 countries are expected to have at least one-in-five of their total population in this age category; by 2050, the number of countries could rise to more than 100. For additional information on how the world population is changing.

Source: US Census Bureau; minor edited by Fridsma, based at former 2009
internet link: http://www.census.gov/mp/www/cpu/2009_06.html

Brief comment towards the elderly world population development grows related to ELT: We could state a steady but increasing number of elderly above a age of 65, this increasing growth makes that present and future TESOL trainee's and qualified TESOL related teachers need to be aware of the fact of significant more elderly as a potential target group related to the ELT teaching practice at global scale. A growing elderly world population creates opportunities towards TESOL, note Fridsma.

Languages:

Right now it is necessary that we have to look closer to the subject of statistical development towards languages at global scale in order to state the magnitude of English language at global scale related to spoken first languages.

Minor internet research by Fridsma in relation to international language percentages at global scale shows that English language as a world language is stated at a combined second place with Spanish language this could be conclude from out of Ethnologue (Grimes 1996), and stated by a list which is related to first language speakers but which exclude English as a second language. The second place statement related to first language speaking is corrected by more recent research as presented by the data of the CIA Factbook, which stated first language speaking English to the third place after Chinese Mandarin and Hindi, this list is also excluding English as a second language, note Fridsma.

In accordance to Grimes (1996) there are 6,500 actual living languages registered in which case 6,000 of these actual living languages cover a population of nearly 52% of the 6,000

languages. This brings us to the conclusion that 500 languages cover about 48% of spoken first languages at global scale.

The ten largest world languages at global scale are in accordance to first language speaker percentages as stated by statistics related to less than 48 % of the world's population which is statistical extracted in accordance to Grimes by Fridsma. Excluded in this top ten presented world languages list are people who have English language as a second language, end of mote Fridsma.

1. Mandarin 885 million speakers
2. Spanish 332 million speakers
3. English 322 million speakers
4. Bengali 189 million speakers
5. Hindi 182 million speakers
6. Portuguese 170 million speakers
6. Russian 170 million speakers
8. Japanese 125 million speakers
9. German 98 million speakers
10. Wu 77 million speakers

Grimes, Barbara F., editor. 1996. Ethnologue: Languages of the world (thirteenth edition). Dallas: Summer Institute of Linguistics. Update internet link Ethnologue: <http://www.ethnologue.com>

A second more recent source related to global languages and related to the main first language speakers (2000 est) is as mentioned the CIA World Factbook which gives us the following main first language related percentages:

Chinese Mandarin: 14.37%

Hindi: 6.02%

English: 5.61%

Spanish: 5.59%

Bengali: 3.40%

Portuguese: 2.63%

Russian: 2.75%

Japanese: 2.06%

German, Standard: 1.64%

Korean: 1.28%

French: 1.27%

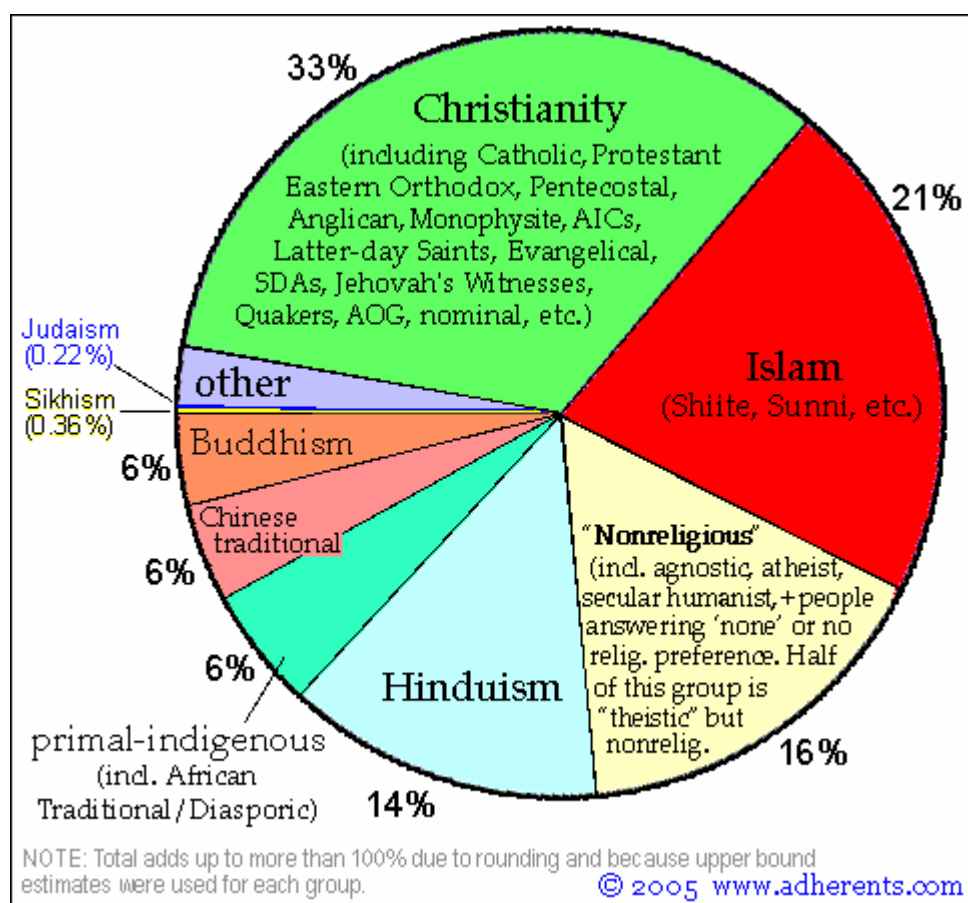
Source: CIA World Factbook.

Internet link: <https://www.cia.gov/library/publications/the-world-factbook/index.html>

Brief comment towards the global scale main language development related to ELT: The total percentage of 47.27% of this top eleven world languages covers about 47% of global population. We could state that 5.6% of the world population speaks English as a first language but that in the presented statistical facts there is nothing mentioned of English as second language towards non-native speakers, but we can assume that there is a increasing growth for English as second language and this makes that present and future TESOL trainee's and qualified TESOL related teachers need to be aware of the fact of this growth at ESOL level from out of the potential target group of non-native English speakers related to the ELT teaching practice at global scale, note Fridsma.

Now we will look closer to main religion movements' related statistics at global scale of the world.

World religions statistically stated to main categories:



World religions approximate sociologically stated by absolute numbers related to people:

1. Christianity: 2.1 billion

2. Islam: 1.5 billion

3. Secular/Nonreligious/Agnostic/Atheist: 1.1 billion
4. Hinduism: 900 million
5. Chinese traditional religion: 394 million
6. Buddhism: 376 million
7. primal-indigenous: 300 million
8. African Traditional & Diasporic: 100 million
9. Sikhism: 23 million
10. Juche: 19 million
11. Spiritism: 15 million
12. Judaism: 14 million
13. Baha'i: 7 million
14. Jainism: 4.2 million
15. Shinto: 4 million
16. Cao Dai: 4 million
17. Zoroastrianism: 2.6 million
18. Tenrikyo: 2 million
19. Neo-Paganism: 1 million
20. Unitarian-Universalism: 800 thousand
21. Rastafarianism: 600 thousand
22. Scientology: 500 thousand

Source: Adherents internet link: <http://www.adherents.com>, edited by Fridsma.

A more corrected (2007) list related to religion provided by the CIA Factbook gives us more update related information in regards to religion at global scale, note Fridsma.

Religions:

- 1- Christians 33.32% (of which Roman Catholics 16.99%, Protestants 5.78%, Orthodox 3.53%, Anglicans 1.25%).
- 2- Muslims 21.01%.
- 3- Hindus 13.26%.

- 4- Buddhists 5.84%.
- 5- Sikhs 0.35%.
- 6- Jews 0.23%,
- 7- Baha'is 0.12%.
- 8- Other religions 11.78%.
- 9- Non-religious 11.77%.
- 10- Atheists 2.32%.

Source: CIA Factbook (2007), minor edited by Fridsma.

Brief comment Fridsma towards the global scale main religion development related to ELT: When we compare the overall religion results of 2005 (Adherents) with 2007 (CIA) we see a stable situation towards the religious movements. We could state that 33.32% of the world population is of Christian origin (that is one-third of the world population). This major fact is of importance for the TESOL teaching practice at ELT level and this makes that present and future TESOL trainee's and qualified TESOL related teachers need to be aware of the fact that the Christian related target group of English language learners is a major group of concern related to the ELT teaching practice at global scale, note Fridsma.

At TESOL level of ELT management we have towards the statistical data noticed that the Christian community worldwide inhabits one third of the world population so it is necessary to pay more attention to Christian TESOL related language teaching integration as plead by Fridsma within this research thesis. An integrated Christian TESOL concept towards the Christian TESOL teaching practice and towards Christian ESOL groups is as seen justified.

English language historical development:

The English language as seen and analyzed stands in relation to:

- 1-The Anglo-Saxon Settlement.
- 2-The Scandinavian Settlements.
- 3-1066 and after 1066 and all that.
- 4-Standardization.
- 5-Colonization and Globalization.

This Five Events that Shaped the History of English language are related to Philip Durkin.

Commentary Fridsma: The historical development of English language towards our present timeframe of the 21st century as interpreted by Philip Durkin could be seen and analyzed from out of the major states of time related historical and present time frames related to English language development in which case Fridsma could conclude that the development from out of centuries of England related politics at global scale and the reflection of that politics and history development at the modern time frame related to language development and global expansion of the English language under influence of international (business) developments and politics leads to the present state of lingua franca of the English language at global scale. As stated from out of this perspective of integrated historical development from out of political and international (business) development related to globalization of the English language Fridsma could also state that English language is still under construction because of influence at global scale towards English language and its status of lingua franca which encouraged this global influence, end of note Fridsma.

Right now we could ask us the basic question: How many countries in the world have English as their first language?

This basic question is a complicated question, as the definition of 'first language' differs from place to place, according to each country's history and local circumstances. (...) English has official or special status in at least 75 countries (with a combined population of two billion people). It is estimated that one out of four people worldwide speak English with some degree of competence.

Source: AskOxford.com minor edited by Herman Fridsma.
<http://www.askoxford.com/globalenglish/questions/firstlang/?view=uk>

As noticed by Fridsma related to our present timeline of the 21st century, $\pm 25\%$ of world population speaks excellent to relatively competent English language which stated the conclusion of English as lingua franca, end of note Fridsma.

Fridsma stated some important remarks and philosophical thoughts towards English language:

From out of perspective of ELT management noticed it is of importance that one of the conclusions related to the statistic research outcome towards English language is that English language is at international level of applied communication a most important international language (especially at professional, business and academic level of applied English language learning and related English language purposes). Millions of native and non-native English people speak and or learn English in order to communicate. For non-native English language learners is English as second language important in order to take advantage at international level of communication and expression. English teachers/tutors are needed in order to guide students in relation to English language learning. TESOL and TEFL methodology is developed in order to train aspirant and more experienced English teacher students so that they could develop themselves into qualified English teachers. We have to look first of all at the meaning of English language in order to understand true English and in order to work with

English language for teaching purposes. Students learn English for various individual related purposes and goals for example for intellectual development, communication improvement, English language skills improvement and so on. Most non-native students could take advantage of English language learning by means of EFL or ESL/ESOL methodology under guidance of TEFL or TESOL qualified teachers/tutors in order to work towards their learning goals and tasks. EFL and ESL/ESOL, TEFL and TESOL are worldwide spread and international used methodologies related to English language learning and teaching for private and professional tuition purposes.

It has to be noticed that the English language is historically developed from out of international perspective seen from out of its origin as the first global lingua franca. The English language has influenced the international community by its standards and this reflects itself within the fields of science, business and common sense. The English language has set communication at international level free by setting the major communication standard as the first global lingua franca. This special characteristic of the English language is partly determined by the international business community and the international scientific community which is dominated by the Americans from out of the USA (note: Fridsma).

Because of the important role of language and communication we have to look closer to communication in order to understand communication related to language. Communication briefly explained in relation to language (*ceteris paribus*): Language is communication because language is a form of verbal or nonverbal expression. Verbal expression is related to verbal sound related language messages from a transmitter individual towards a receiver individual in order to communicate at verbal level. Nonverbal expression is related to body language signals at nonverbal level. The transmitting individual can by means of body language relate nonverbal expression give a message towards the receiver individual. The sum of verbal and nonverbal language signals is the sum of communication related to receiver and transmitter individuals within the communication field. As stated: language is communication and visa versa communication is language. Written language messages in our present timeline can be also verbal (computer sound, audio messages) related or nonverbal (passive letters, pictures and so on). This kind of language communication is also communication. So we have to come to the final conclusion that all language is communication and all communication is language. This final conclusion in relation to communication and language is for aspirant and qualified professional language teachers of importance in order to gain knowledge from out of the communication theory for their teaching advantage towards the professional language teaching process and practice related to pronunciation, grammar, reading, writing, vocabulary and speech in general and special from out of a didactic interaction process between teacher/tutor and student/client. Without language as mentioned within this paragraph there is no communication.

Language is as noticed a tool for communication. Grammar is related to syntax and semantic and is part of language just as pronunciation and vocabulary is. Within English language teaching plays grammar a prominent role as part of that English language. Without grammar we would miss an important tool in language teaching at a more sophisticated level beyond language speaking. Grammar is not only important for word syntax but also for structured

English language writing in general. Grammar is as stated by me related to language rules as part of language and as part of (responsible) language teaching in which case grammar is an essential part of the English language.

As we have noticed, grammar is a basic instrument of English language. Without grammar English language would be corrupted. With this statement I would say that English language without grammar would be as apple-pie without apple metaphorically spoken. Grammar needs to be part of English study as part of English language but it is up to the English language learner after finishing language education training how to use it in practice of all day. Some teachers may pay more or less attention to grammar but that is for their responsibility. I would state that an English language teacher without or with incomplete knowledge of English grammar is incomplete and language corrupt. Example of Fridsma as an English teacher and student: I myself am not a native Englishman because I am a Dutchman. English is my second language and without English grammar it would be difficult for me to communicate by means of this research thesis because it is written in relation to English language rules and some creative input of myself because I am not perfect but I can make my point at communication level by delivery of this message to you as reader and interpreter. I deliver this message which you interpreted by means of your mind and physical brain at straight level of communication and by doing so I have delivered my message to you just as I wanted and this all stands in relation to the grammar rules as part of language communication and language rules in general without it I would be capable of communicate with you at this level of communication. But it is up to you what you do with the delivered message by me to you, this is what I call the freedom of free will and mind so we can accept or reject or ignore delivered messages or sometimes we can act selective towards messages by means of a partial acceptance of the message.

The basics of language communication could be *ceteris paribus* seen as a process of understanding messages for example by delivering of messages by a communicator transmitter towards a receiver communicator in which case the message would be interpreted by the receiver and if this communication transfer and interpretation is effective than the message would be understood if not than the communication failed and the message is corrupted during translation by the receiver, note Fridsma. As stated by Fridsma, effective communication could be seen as an interaction process between receivers and transmitters. I would say that an English teacher in second language teaching without knowledge of the grammar of the student's language could teach English but the teaching is corrupt, but it is possible to teach English dependent of the aims and goals at didactic level of education and understanding. Example related to the book of Defoe (P220 to 224), chapter 37 and 38, freely interpreted by Fridsma within the presented example. Robinson Crusoe meets Friday and tries to communicate and because of the fact that both man could not understand the spoken language of each-other they had to communicate with their hands and so on and only much later they could communicate in spoken language because of the learning process and the time invested in learning and teaching. As stated by Fridsma it could be possible that a English teacher with only knowledge of the spoken language of his or hers students could teach English by using the second language English input level of the students for further teaching

purposes in order to learn them how to use English grammar for writing purposes from out of their (the students) basic understanding of English language, but it would be more effective if the English teacher had also some basic knowledge of the native language grammar of the students. (It would also be more didactic responsible if the English teacher had some grammar native language knowledge because he or she could act more professional by for example using the blackboard for writing translations between the native students language words and syntaxes next to the English translations and visa versa). As stated Fridsma concludes the role of the teacher towards grammar with the words; “It is not necessary for a teacher to have knowledge of native language grammar of students but it is recommendable to have some basic knowledge and understanding of this native language grammar for example for written translation purposes at a more advantage level of teaching or other teaching aims and goals. This knowledge related to basic understanding of native language grammar would make teaching more effective and has as seen more impact”.

Teaching example of Grammatik related to verbs:

In general we could state: A verb is a word indicating action or occurrence.

First we have to state the relation between subject and verb:

We could state that a singular subject takes a singular verb while a plural subject takes a plural verb. The difficulties students may experience towards verbs come to the surface when phrases of other elements come between the subject and the verb, note Fridsma.

Examples Fridsma:

The dolls owned by the little girl were in the bedroom.

The big chair belonging to the big table was in the kitchen.

Singular words which take singular verbs are:

Each, either, neither, one, someone, anyone, everybody, nobody, somebody, much, anybody, everyone.

Plural words which takes plural verbs are:

Both, few, many, several.

Pronouns that are singular or plural depending on their basic meaning are:

All, most, some, every, non, any, half, more.

Note: When one is referring to 2 or more persons who are of different sexes or to a group of people whose gender one has no way of determining, the pronouns they, them and there are often used to refer to each, someone, anyone, everybody, nobody, somebody, anybody, everyone etc. in order to avoid the awkward he or she, him or her, his or her.

Source: The new international Webster's comprehensive dictionary of the English language (P1515), edited by Fridsma.

Right now we have to look to a special branch of verbs namely the auxiliary verbs.

Auxiliary verbs:

There are 16 auxiliary verbs in English, 3 primary auxiliaries (used in the compounding of ordinary verbs) and 13 modal auxiliaries (used to express mood, and, to some extent, tense).

Primary: be, do, have

Modal: can ought (to)

Could shall

Dare should

May used (to)

Might will

Must would

Need

Auxiliaries differ from regular verbs in the following ways:

They can precede the negative not, instead of taking the do not construction, e.g. I cannot but I do not know.

They can precede the subject in questions instead of taking the do construction, e.g. can you feel but do you know.

The modal auxiliaries additionally differ from regular verbs in the following ways:

They are invariable: they do not add -s for the third person present and do not form a separate past tense in -ed e.g. he must go; he must have seen it.

They are usually followed by the bare infinitive e.g. he will go, he can go (not to go as with other verbs, e.g. he intends to go, he is able to go).

Use of auxiliaries:

In reported speech and some other that-clauses can, may, shall and will become could, might, should and would for the past tense.

Examples of the use of auxiliaries:

He said he could do it straight away.

I told you that I might arrive unexpectedly.

In clauses of this kind, the auxiliaries must, need, and ought, which normally refer to the present tense, can also be used for the past tense:

Examples:

To go to church had made her feel she need not reproach herself for impropriety (V.S. Pritchett).

Source: The Oxford guide to the English language (P140, 141), minor edited by Fridsma.

Difficulties related to the usage of auxiliaries and the role of the English teacher:

When a teacher works with auxiliary verbs next to regular verbs the teacher has to use practical examples with explanations in order to make his point towards students in relation to the usage of auxiliary verbs and regular verbs. Example of grammatical language difficulties related to the usage of auxiliary verbs versus regular verbs and the role of the English teacher: Example: A English teacher had to explain that one could not say or write: Yesterday I must go. One had to write: Yesterday I had to go. The explanation is focused at the usage of English grammar and grammar syntax from out of language analysis and language rules (end of note Fridsma).

Pronunciation, a practical case practice presentation of English teaching as experienced by Fridsma towards a group of young learners into the Netherlands (age 10 year).

Young learners who have not experienced a second language next to their mother language have first of all to learn the alphabet and there begins the first difficulties because of the fact that young learners will be sometimes confused with their mother alphabet because of the spoken sounds, although the alphabet looks the same in English as in Dutch. The difficulty of language recognizing and speaking from out of one's personal memory and experiences are transparent for this group of young learners because they act sometimes confused towards alphabet letters like the H and W, although frequently repeated, because of memory storage and or memory recall difficulties because of minimum language experiences and language recognizing. Second language learning asks a kind of abstract thinking at level of language interpretation and when not used to it, second language learning seems to be abstract for some people when they can not integrate it because of interpretation failure. The group of young learners I experienced were pleased when I used pictures and drawings of recognizable objects, animals, people and so on, which I used with the English spoken translation next to the native translation. I let the children one at the time or as group repeat after me the rightful spoken meaning of the picture or drawing after I had showed it and after I had given the rightful spoken word related to the picture or drawing. For example I showed a picture of a house or I draw a house at a white board with a marker, after which I pointed at the picture or drawing while saying the word house which was repeated by the group or the individual young learner. By doing so a young learner will interpret and integrate language much easier because one visualized the pictures at visual level and connect the true meaning of the picture with the spoken sounds at audio level from out of the visual and audio memory banks related to one's brain. Young learners learn more from out of a form of conditioning of

repeated words corresponding with matching pictures or equivalent before going further in second language learning, because one had to memorize language in order to use it at practical or higher level under guidance of an experienced and qualified teacher.

The role of a Christian related TESOL/TEFL teacher is not for granted there are a lot of difficulties a teacher will experience within the teaching profession as English teacher. In order to solve the problems one has first of all to recognize these problems and difficulties and seek for practical answers and solutions.

English language learning and teaching is a complex process related to communication. We have seen that English language is of importance at international level of communication and that there is a marked for English teachers and English language research and methodology development. Language learning is based on learning experience, personal development and competence. We have noticed that the language teacher has to participate actively towards the student related to the needs of the student towards language learning goals and progress. We have analyzed language and communication next to the written and spoken word related to communication.

Basic conclusion Fridsma related to language and ELT:

Language is important in order to communicate and express oneself as an individual within the field of communication. It is important that language training and teaching is guided by qualified teachers/tutors with a progressive modern didactic learning style towards their students/pupils at all levels of English language education. The student of English language learning is the centre point of focus within the ELT process and not the teacher/tutor. The teacher/tutor has to guide and coach the student/pupil/client from out of his or hers personal language capabilities in relation to his or hers learning goals related to the teaching program related syllabus.

Fridsma related statements in relation to reading:

Students in general could best be prepared for successful reading and examination by:

- Competent teacher/tutor/trainer student guidance.
- Sophisticated, actual and up-date learning material.
- One on one communication training.
- Reading, writing, translating and speaking tasks and assignments.
- Teacher-student learning process feedback evaluations.
- Test-examinations for students.
- Multiple text readings and literature study tasks executed by students.
- Group communication training.
- Competitive reading and student question tasks.

- Student motivation activation by the teacher/tutor.
- Role play exercises.
- Student personal related (reading) project assignment.
- The teacher has to motivate and stimulate the student by means of teaching interactions and learning interventions.
- Students could be prepared for reading papers in general by means of exposure to, and engagement with, a substantial and varied range of written English related to one or more (specific) language (study) subjects.
- Students could be prepared for reading papers from out of the classroom setting by means of text related work and assignments.

Reading and writing example:

TESOL practice related reading and writing prepared diagnostic test for students by Fridsma.

Target group: Christian young learners.

Age indication: 8 to 9 years old

Student level indication: 3rd to 4th grade primary school level

Diagnostic test workout:

The basic diagnostic test has as main goal to find out what students do or do not know, or can or can not do. The test will dictate some of the work to be done in the future. By means of formalized evaluation by the teacher, one can indicate the actual student status.

The chosen diagnostic test is a close test because it is simple to set and in its objective form, easy to mark.

The purpose of the presented test is to see if students understand basics of English grammar for comprehensive reading and writing purposes.

Writing and reading comprehensive diagnostic test.

Read carefully and fill in the gaps of the missing words:

Testing time 15 minutes.

We ---1--- late. It ---2--- time for me to go. I ---3--- go to the garden at time-square. ---4--- you know what time it is? I ---5--- afraid of you. The cat ---6--- no noise when walking. You will ---7--- free. Yesterday the prince ---8--- riding his favorite horse. My bicycle ---9--- a flat tire. The bird ---10--- through the sky. The man was tastefully ---11--- a cup of tea. I ---12--- come to you. My sister ---13--- married yesterday. The teacher ---14--- us to a sport event. ---15--- you still working. I ---16--- come to you next morning. Mother ---17---

worried. The dogs are ---18--- their food. The policeman ---19--- a child in need. You ---20--- to clean up your bedroom.

Answers diagnostic test:

1 are; 2 is; 3 will; 4 Do; 5 am; 6 makes; 7 be; 8 was; 9 had or has; 10 flies; 11 drinking; 12 will; 13 was; 14 takes; 15 are; 16 will; 17 is or was 18 eating; 19 helps; 20 have.

Note Fridsma:

Teachers/tutors have to invest quality time in order to act responsible within the teaching practice and in order to develop quality lesson programs. Teachers have to master all ins and outs towards their program presentations related to their teaching goals in order to gain progress towards the teaching process. Diagnostic tests are useful instruments in order to test students related to their personal capabilities of language understanding, end of note Fridsma.

Fridsma related remarks towards the practice of speech and writing differences from out of practical didactical purpose:

Speech and writing:

Speech and writing are two different mediums of language instruments for communication. There is a structural difference of how a language learner speaks or writes. Fridsma will show the differences of speech and writing by some practical examples in order to illustrate the difference of context and practical purpose related to speech and writing towards a equal subject for usage as writing and as speech illustration.

Examples by Fridsma related to the language mediums speech and writing:

Example one:

Writing: phrase from a confidential letter at formal level:

-It is important that we take notice of the fact that there are circumstances beyond our imagination so that we can not control these circumstances.

Speech: personal conversation phrase at formal level:

-It is of importance to know that some things are not in our hands and under our control.

Example two:

Writing: phrase of a political related official letter at formal level:

-It is given the present circumstances necessary that we plan and organize a special meeting at City Hall in order to pay our tribute to our local police department and the involved policemen for their legal contribution within our local community.

Speech: phrase at formal speech level:

-We have to organize a meeting so that we can come together at City Hall to honor our local policemen for their outstanding activities within our town.

Example three:

Informal writing:

Hello John, I want to invite you for my birthday. Can come at my birthday the 2nd of august?
Let me know.

Informal speaking:

Hello John, fine to see you. You know that my birthday is the 2nd of august. I want to invite you if you have time. Do you think you can come?

ESOL related language teachers have to take notice of the fact that within the language teaching branch vocabulary and writing related to the same subject of learning have their own characteristics as expressed by Fridsma from out of the three presented examples.

Listening at comprehensive listening level related to (Christian) ESOL students:

Comprehensive listening is of great importance for students of all ages in order to adapt and integrate English language by means of personal translation and interpretation by the student. Fridsma gives a example of comprehensive listening by a lesson program developed from out of his teaching practice.

Fridsma designed a 1 hour lesson program with four listening tasks.

Target group: Christian ESOL related children age 9 to 10 years old.

Learning goals:

- 1- Comprehensive listening.
- 2- Comprehensive listening and answering questions.
- 3- Comprehensive listening and story rewriting.
- 4- Comprehensive listening and drawing tasks.

Listening assignments: See below the story 'The real princess.'

Before beginning the lesson there will be conducted by the Christian related TESOL teacher a Christian prayer (5 minutes).

A fairy tale by Hans Christian Anderson 100% translated in English by Herman Fridsma from out of the Dutch version of the princess on the pea (in Dutch: Princes op de ert) related to "Het beste Sprookjes Boek by Reader's Diggest NV, Amsterdam, Netherlands":

Story:

The princess on the pea:

There was once upon a time a Prince who wished to marry a Princess; but she had to be a real and true Princess. He travelled all over the world in order to find such a princess and sometimes he meet one, but there was always something wrong because he was never completely sure if they where real. Princesses he found in plenty; but whether they were real Princesses it was impossible for him to find out and decide if they where really real true princesses. Every time at the last moment when he thought a princess was truly real, there was a little mistake and by than the prince knew that his hope disappeared. At last he returned to his palace, he was very sad and quite disappointed, because he wished so much to have a truly real Princess as his wife.

One evening a fearful storm arose, it thundered and lightened, and the rain poured down from the sky in torrents: besides, it was a very bad weather. During this thunderstorm there was someone who bounced at the gate of the palace and the old King, the Prince's father, went out himself to open it. On the outside of the gate, there was standing a Princess who was in a terrible condition and very sad because of the rain and the wind. The water trickled down from her long hair over her dress into her shoes and came out by her heels. She said she was a real and true Princess. "We will find out soon enough if that is true!" thought the old Queen-mother while the king let the girl in. The queen said not a word of what she was going to do; but went straight and quietly into the guest-bedroom, took all the bed-clothes off the bed, and put a tiny little pea on the bottom of the bedstead. She then laid twenty mattresses one upon another over a single pea, and put twenty soft feather beds over the mattresses. Upon this delightful bed the Princess should spent the night.

The next morning the queen asked the girl how she had slept. "Oh, I slept very badly!" the princess replied. "I could almost not close my eyes the whole night through. I do not know what was in my bed, but I had something hard under me, and because of that I am all over black and blue. It was terrible!"

Yes by then they saw that she was for real a true princess, since she had been able to feel the tiny little pea through the twenty mattresses and twenty soft feather beds, she had to be very sensitive. None but a real true Princess could have had such a sensitive feeling.

The Prince married her; because he was finally convinced that he had found a real true Princess. The pea was however put into the Royal Museum, where it is still to be seen, provided if the pea is not stolen.
Honestly true.

This fairy tale by Anderson is translated from out of Dutch into English by Herman Fridsma for ESOL related educational teaching purposes.

Listening instructions related to the learning goals:

Target group: Christian ESOL related young learners' age 9 to 10 years old

Assignment 1:

Story listening task (comprehensive listening):

-Listen carefully to the story of the princess on the pea.

Teacher instruction and story telling: (10 minutes).

Assignment 2:

Story listening related questions (comprehensive listening and answering questions):

(Teacher asked the questions and gives the young learner about 1.3 minutes to answer each question. The answers need to be numbered and written on paper by the young learners). (15 minutes).

Why was the prince looking for a real princess?

When was the princess knocking on the door of the palace?

Was it raining?

Who opened the door for the princess?

Was the princess looking fine?

Who wanted to test the princess?

How was the princess tested so one knows she was a real princess?

How many mattresses order the queen mother?

How many feather beds order the queen mother?

How many peas where put on the bedstead?

Did the prince find the princess real enough to be his wife?

Assignment 3:

Story listening related writing task (comprehensive listening and story rewriting):

(Young learners need to rewrite the story in their own words).

Instruction to young learners: Write in your own words the story of the real princess. (15 minutes).

Assignment 4:

Comprehensive listening and drawing tasks:

Story listening related drawing tasks:

The young learner had to make a drawing of one or more of the choices A, B, C or D; (15 minutes).

Drawing choices:

A- Draw a picture of the princess and the prince when they meet.

B- Draw a picture of the queen-mother and the king-father.

C- Draw a picture of the princess in her bed on the mattresses and the feather beds.

D- Draw a picture of the prince and the princess as you see it in your mind at the end of the story.

Total lesson teaching time: 1 hour.

Finals:

At the end of the lesson the young learners had to deliver their assignment 2, 3 and 4 tasks related work at the desk of the teacher for examination.

English language teaching and verbs related to the present perfect and the past simple didactic educational classroom example by Fridsma:

We will focus within this lesson to practical basic usage of the past simple and present perfect categories.

Verbs used in to this paragraph are talking about someone's daily routine. Related verbs written in the present tense are known as the present perfect. Related verbs written in the past tense are known as the past simple.

Right now we will look closer to the past simple and present perfect usage of English grammar. Fridsma has written expression examples related to the past simple and present perfect categories which could be studied for English grammar learning and practicing purposes. Fridsma used the same examples for the past simple expressions as well as to the present perfect expressions so that the student could see the contrast between these forms. The student has after studying the category past simple and the category present perfect expression examples, to fulfill the category related tasks.

The tasks will be presented by the student to the tutor/teacher for examination and for class presentation and discussion related to past simple and present perfect grammar understanding.

Category past simple expressions:

Examples:

I bought you a cup of tea. I was tired. I listened to the music at the table near a tree at the corner of my favorite café. I thought that I died. I felled weak. I had a cat. I was upset because of my boss. I came to you past Sunday. Who wasted that soap? I heard that tune.

One of the basic uses of the past simple is to talk about one's past related life and things that we had don as routine at home or at work. Underline all the examples of past simple in the following extract:

Answer:

I bought you a cup of tea. I was tired. I listened to the music at the table near a tree at the corner of my favorite café. I thought that I died. I felled weak. I had a cat. I was upset because of my boss. I came to you past Sunday. Who wasted that soap? I heard that tune.

Student task:

Write ten examples on a Blanc paper to show your understanding of using this tense.

Underline all the examples of the past simple category related to the extracted examples you had written on paper in order of fulfillment of your task:

Category present perfect expressions:

Examples:

I buy you a cup of tea. I am tired. I listen to the music at the table near a tree at the corner of my favorite café. I think that I die. I feel weak. I have a cat. I am upset because of my boss. I come to you next Sunday. Who waste that soap? I hear that tune.

One of the basic uses of the present perfect is to talk about one's daily life, things that we do as routine at home or at work. Underline all the examples of present perfect in the following extract:

Answer:

I buy you a cup of tea. I am tired. I listen to the music at the table near a tree at the corner of my favorite café. I think that I die. I feel weak. I have a cat. I am upset because of my boss. I come to you next Sunday. Who waste that soap? I hear that tune.

Student task:

Write ten examples on a Blanc paper to show your understanding of using this tense.

Underline all the examples of the present perfect category related to the extracted examples you had written on paper in order of fulfillment of your task.

English language learner related statements of Fridsma related to TESOL:

Students needs to develop their 4 skills (the reading, writing, listening and speaking skills) in order to come to a better understanding of the English language and in order to communicate more effective in writing and speaking and in integrating personal information by means of reading and listening as part of that communication process and as part of information perception and memory storage. (The fifth skill (translation) is important in relation to the interaction at mother language level and second language level in order to come to integrative understanding and effective language learning, Note Herman Fridsma.)

Can Academic English be used within a Christian TESOL practice?

What is academic English? In order to answer this question one had to look at the meaning of academic and of English.

Academic could be described as: classical and literary rather than technical; formal or theoretical, as opposed to practical. Webster's, (P8) English could be described as expressed in or belonging to the English language. Webster's, (P420) Academic English could be understood as applied English for academic English language purposes at teaching, learning and practice level of experience and development related to that specific area of academic English, note Fridsma.

A Christian TESOL related teacher/tutor has to understand student related English language learning difficulties in order to adapt this limitations at an constructive and creative way within the teaching practice in order to twist it to one's advantage during the teaching process related to the student by structurally taking away the limitations by means of step by step didactical learning instructions, evaluations and testing toward the student so one could stimulate learning progress, note Fridsma.

Christian stated ELT and related fields are important for the practice of the Christian TESOL. Certified TESOL Christian teaching professionals has to integrate learner difficulty knowledge in order to help students with learning problems and difficulties this is of importance if the teacher/tutor wants to practice effective and integral constructive English language teaching. Academic English could be used and evaluated within the Christian related TESOL practice of the qualified and skilled Christian TESOL teacher/tutor from out of an academic related teaching atmosphere with related academic student groups or individuals.

Literature and the Christian related TESOL teaching setting:

Fridsma can conclude that literature is of essential importance for the Christian related teaching practice related to English language learning in order to develop student related language skills and language understanding under guidance of a qualified (Christian) TEFL/TESOL teacher/tutor/trainer.

Fridsma stated that the usage of literature within the EFL teaching setting is important because of the basics of literature in relation to language and text adaptation in order to gain knowledge, understanding and English Grammatik. We have to see literature as a basic function of TEFL/TESOL related teaching, education and learning from out of a range of subject related key questions which leads the reader to the integrated applied literature teaching practice so that one gets a overall understanding of the importance of integral literature usage within the professional TESOL teaching practice. We can finally conclude that the place of English literature within the (Christian) TEFL/TESOL teaching practice is appropriate and necessary because of the educational and language related learning benefits for the teaching practice in general and the student in special.

Language acquisition:

In general, language acquisition means the study of the processes through which learners acquire language. In order to study linguistics and or teaching practice related to TESOL one has to have scientific knowledge related to language acquisition. Linguistics could be stated as the science of language, its origin, structure, modifications etcetera including among its fields of phonetics, phonemics, morphology, syntax and semantics, Webster's (741). In order to gain knowledge related to language acquisition we have to look at first language acquisition.

We have first of all to state that 1st language refers to the child mother tongue. In learning or acquiring, children have to:

- Assimilate general and specific rules of language.
- Master general and advance grammatical sentences.

When children are beginning to learn assimilating rules of language and mastering grammatical sentences, children can develop and experience living and creative language in order to communicate more effectively during their language development growing process. Language and communication learning begins in the womb of the biological birth mother and ends at the end of ones biological lifetime.

In accordance to Wikipedia we could state the development in the acquisition of language after birth of children in general related to age and types of speech as the following development stages:

Phonological development:

Semantic development:

Grammatical development:

Pragmatics development:

Source: Wikipedia. If one wants to read the full article related to this subject one had to go to the Wikipedia internet link:

http://en.wikipedia.org/wiki/Language_development

Towards semantic development Frisma can state that a child's use of words may not correspond to adult meanings. In general we could state towards language acquisition that a child has to learn the functions of language through the process of social interaction and experiences related to trial and error, guidance and further language education

Case study related to language acquisition presented by Fridsma:

Case introduction: Child, a healthy and active boy of about 3.3 years old with a Christian mother (divorced).

We notice a (broken) one elder family in which case the mother has to fulfill the mother role as well as the father role towards her son. The child has a weekend contact with the biological father and in emergency cases more often.

Case workout: The boy develops normally and has no negative psychological effects related to the broken family situation. He has towards his language development developed a vocabulary of more than 1000 words and has well formed sentences by using more complex grammatical rules, the grammatical mistakes are less frequent; there is about 90% comprehensibility. Consonants are completed. The boy is a good learner, he is curious to every thing and wants to learn and experience. Frequent observations of the boy shows that the boy is social developed and seek active contact with adults and other children. The boy likes to express himself but is sometimes very bossy but reacts very well when disciplinary corrected by the mother. The mother as well as the father acts as role models towards the boy (both parents from out of their own personal household), so the mother and the father direct the boy from out of language communication training and stimulating at a active child related participation level. The boy likes to communicate and develop his vocabulary; there is an increasing steady line of language development progress.

Examples by Fridsma related to language acquisition:

Utterances at the telegraphic stage (around 2-3 years) are characterized by their lack of function words so there is generally an absence of prepositions, conjunctions and articles.

Utterances consist mainly of content words related to nouns and verbs.

Examples: "John want that", "Sally build house".

Utterances consist mainly of content words related to nouns and verbs.

Examples: "Mike do answer", "Carol play dada".

Finals towards language acquisition:

Fridsma made a statement when he concludes: English language and the relation to language acquiring and teaching methods inhibits a complex relation which needs to be studied by TESOL and TEFL students in order to gain teaching practice related knowledge for professional teaching and understanding but also in order to understand the ins and outs related to linguistics for applied teaching purposes.

Teaching aids for visual purposes and TESOL:

Visual aids are of great value for the language teaching practice because of the fact that it gives an extra dimension towards the teaching practice because it makes the teaching practice more alive by expressing pictures, drawings, images and so on with a lesson related educative character in order to support the teacher towards his or hers teaching practice and the lesson program related to the syllabus. The range of visual aids that can be used within the teaching practice varies from the usage of an overhead projector with a screen to the usage of a lap-top computer combined with a beamer and a screen, or a DVD player or VCR connected to a

beamer with screen or connected to a TV. Visual aids can be of value in order to illustrate language teaching subjects towards students and it can also be of help by students who learn more effectively at visualization level of integration related to their learning capability.

Teachers/tutors can present with help of visual aids English language as a more living language with more real-time examples in order to illustrate their subject of teaching and students can by means of this kind of visualized education learn more effectively.

Electrical and electronic aids can be of value for teaching purposes in the teaching practice as supportive external teaching instruments. Electrical and electronic teaching aids worth the expense if these supportive instruments can be of use and of value for one's own teaching practice at TESOL or TEFL level. The usage of electrical and or electronic teaching aids is a personal issue for involved teachers. One has as TESOL teacher or ELT manager to know that supportive teaching aids need to be of some value for the teacher and the teaching process otherwise there is no need for buying and usage of these instruments. Electrical and electronic teaching aids can be used for educative teaching presentation purposes at for example level of visual presentations of schedules, diagrams and so on by means of for example an overhead projector with projection screen, computer with beamer and projection screen. The voice of the teacher can be amplified by usage of a microphone with a voice speech amplifier and sound box which can be of use if one teaches for example large groups of students. Tape recorders can be used for teaching evaluation purposes and so on. As seen by these practical examples electrical and electronic teaching aids need to be measured by their supportive teaching value and usage into the teaching profession and it is a personal decision and consideration of a teacher/tutor if one wants to integrate and use this supportive teaching aids into their own teaching practice. If electrical and electronic teaching aids are used well, it can be of great benefit and value for one's own teaching practice.

Mobile purposes non electronic teaching aids:

For mobile usage teachers can use white boards and special markers or a flip-over. The white board can be used as a blackboard for the same educational purposes. A flip-over is used when a teacher/tutor works on great format disposal paper formats with the same purposes as the blackboard or white board.

Example of backup instrumentation alternatives for mobile lecture purposes (non electronic and electronic teaching aids (a practical case example from out of my NMG practice, note Fridsma):

When I gave a lecture I use as backup instrumentation a white board with different color markers next to an overhead projector with a projection screen, a microphone and a speech voice amplifier with integrated sound box so every one can understand me and follow my lecture. For supportive guidance during my lecture I use written papers next to a laptop computer for quick references and for evaluation purposes some times a tape recorder or video camera. The used backup instrumentation can be easily transported by car which is of great advantage for me as lecturer, end of note Fridsma.

The (English language) (Christian) Teacher Trainer qualities and practice:

Teacher Trainers are responsible for teacher training of TESOL teachers in order to develop or improve their teaching skills and capabilities by means of didactical practice training and follow-up education in order to maintain the high quality standards for ELT related to TESOL. Teacher Trainers with a Christian background can also introduce Christian related TESOL concepts within their teaching trainings practice towards Christian related ELT teachers during the teacher training sessions of quality education. In accordance to Fridsma's standards a well qualified Teacher Trainer had to have to inhibit as personal qualities and habits the following Strong points as seen by Fridsma:

- Personal and participative leadership.
- Communicative and rightful teaching/training attitude qualities towards students/trainees.
- Creative free thinker and program developer.
- Open minded attitude towards English learning lesson related proposals of students/trainees.
- Creative and flexible attitude and strategic minded.
- Is not afraid of student/trainee interventions and criticism.
- Keeps the class motivated, well disciplined and well organized.
- Good personal lesson preparation for teaching/training purposes.
- Constructive teaching/training attitude.
- Up date actual lesson material usage and integration.
- Usage of computer, computer programs, word processing programs and internet within the classroom.
- Gives lesson related student/trainee feedback and teaching/training interventions.
- Adapt criticism and feedback towards his or hers teaching program for program improvement.
- Teacher Trainers had to introduce the English learning training session(s) from out of TESOL related practice and theoretical related teaching didactics in order to stimulate personal student/trainee development.
- Teacher Trainers had to organize the English learning session(s) for teacher training constructively related to high standard TESOL training.

The role and the quantity of the (Christian) Teacher Trainer are important towards trainees and the initiated course programs under supervision of the trainer. It is important to maintain quality control, periodical evaluation and feedback moments within the teaching/training practice, course program and towards the involved trainees.

There has to be paid extra attention towards trainee and course related language awareness in order to compensate a lack of professionalism within the TEFL/TESOL teaching practice (Fridsma).

Fridsma will give two examples related to his own practice and the usage of learning styles and material towards trainees. The first example is seen from out of trainer practice related didactical methodological point of view; the second example is related to the field practice of the trainer.

1-Example related to applied learning styles usage towards trainees in relation to the presentation of trainer materials seen from out of trainer practice related didactical methodological point of view:

The trainer has to be aware of the fact that each learning style has its own limitations and values which would influence the way a trainer/teacher present his or hers material to the trainees. This could be described as:

Professional teaching practice related knowledge in regard to trainer related professional strategic, tactical and operational knowledge and skills developed by means of intensive study and field experience in relation to adapted multiple learning styles related to knowledge of students/trainees in order to understand the trainee at individual level and the trainees at group level which both stands in relation to their motives, drives and way of learning from out of different levels of understanding and from out of different ways of personal development of the trainee at individual level of English language learning next to knowledge integration and adaptation in relation to the individual trainee's capability, intellectual and personality dynamics which determines in an essential way the individual trainee's learning input, throughput and output results from out of his and hers own responsibility and learning capacity under guidance and supervision of the trainer who initiated the learning process towards the trainee at individual level of his or hers of theoretical and practical learning adaptation and experience, the trainer has, as seen within this context, to present his or hers training materials, skills and knowledge at level of the average class or group related trainee or at level of the individual related trainee, in relation to his or hers learning understanding and development, in order to achieve trainer related learning and training goals and results, note Herman Fridsma.

2-Example related to applied learning styles usage towards trainees in relation to the presentation of trainer materials seen from out of field practice of the trainer:

If a trainee experiences difficulties towards English learning and teaching practice parts related to the TEFL/TESOL initiated course program under supervision of the responsible trainer, and the trainer would notice this learning difficulties towards his or hers trainee protégé, then a trainer would strategically look at his learning styles knowledge in order to adapt and in order to have a personal session or conversation from out of this adaptation with the trainee so that the trainer could find out what went wrong so he or she could interfere at active level of the trainee's learning difficulties in order to get the trainee back at track by means of learning process related problem counseling and problem solving so that the protégé

comes in line by working on his or hers experienced learning difficulties in order to adapt and gain progress under supervision of the trainer. The trainer participates actively and direct towards the trainee with all his training skills, experience and training materials and recourses in order to understand and deal with the trainee's his or hers difficulties from out of his or hers own personal development and learning experience and learning knowledge, in order to take immediate action from out of mutual understanding and the learning level of understanding related to the trainee who is subject of focus in regard to the experienced personal learning difficulties related to him or her self as trainee. The trainer has to understand learning processes and developmental psychology in order to deal effectively with the trainee at personal level of interference and from out of his personal resources, materials, knowledge, field experience and participative leadership which needs to be used at instrumental integrative methodological level in order to stimulate and motivate the trainee and by increasing the learning potential of the trainee related to his or hers experienced learning difficulties in order to deal with this difficulties from out of the trainee's own potentials and development, in which case the trainer acts as a professional coach and responsible supervisor in order to get results. The trainer has, as mentioned earlier, to use his training/teaching potentials, materials and training/teaching knowledge, resources and skills at personal development and understanding level of the trainee from out of his or hers own pace in order to initiate active learning, eliminate learning difficulties and by increasing learning progress towards the trainee, note Herman Fridsma.

Important statements of Fridsma related to TESOL and TEFL practitioners and English language learners:

1 Teaching is a responsible profession. Good teachers have their own program and program corresponding syllabus. Good teacher develop their own teaching skills by means of permanent education. The goals which are set by the teacher/tutor are the goals related to student education and related tasks and assignments in order to improve language learning and development to stimulate student progress in language learning. Teaching is a profession and not a volunteers assignment so it is just as other professional jobs normal that the professional teacher should get a fee for his or hers work.

2 Teaching is a professional process related to qualified trained teaching professionals. A teacher acts towards his or hers student from out of his or hers educational background and teaching experience based on developed skills and integrated methodologies in order to stimulate language learning students in achieving their goals in relation to their personal language learning development. The professional character of the TESOL/TEFL related teacher is something else than the sarcastic criticaster.

3 TESOL/TEFL teaching is teaching from out of high professional values from out of a proven and international tested methodology which is worldwide accepted at global scale of our international community. Because of these facts the teaching methodologies at integral TESOL/TEFL level are responsible and professional and all related teachers and teacher trainers are trained and qualified in order to act responsible towards their teaching and training profession.

4 English learning students/clients get value for their small investment into language learning given by qualified TESOL/TEFL teachers/tutors/trainers. There is nothing wrong with the principle of value for money at commercial basis related to qualified private and non private teachers/tutors/trainers and English language learning contracts.

5 TESOL and TEFL are international recognized professional teaching methodologies which are under construction of permanent research and development at scientific level of English language and methodology integration in relation to education. There are international operating universities and colleges next to professional organizations to backup TESOL and TEFL qualified studies at level 5 of the English NQF and higher. English learners can expect quality teaching from qualified TESOL/TEFL teachers/tutors/trainers.

6 There are high standard qualifications for TESOL/TEFL related teachers/tutors/trainers because of the international character of TESOL and TEFL. All TEFL/TESOL related self-respecting teachers are qualified professionals engaged and submitted to the teaching practice and develop their teaching skills permanently in order to stay actual and update towards the teaching practice.

Business letter and professional communication in ELT by Fridsma:

Business letters have their own characteristics because of the professional outlines, personal directed business writing style of the writer (sender), the subject of writing and the addressee (receiver). Fridsma will present an ESOL client directed business letter example in order to express written business communication. The business content of the letter had to be as clear as possible in order to deliver the message to the addressee (business stimulus from the sender towards the receiver) so that the addressee (receiver) understand the message and can take actions (business response from the receiver towards the sender).

Example of a potential ESOL client/student directed business letter related to English language learning.

Landsmeer, 26-06-2009

NMG-English Language Learning Division

Attachment: 1 Needs Analysis and Course Intake Form

To: Carl Munst

Subject: Needs Analysis and Course Intake Form

Dear Carl,

In order to know you and to plan your tailor made English language course program I need to have some personal and company related information for course field research and integration next to administrative data processing purposes and course intake.

I have to notify you that the collected data related to the Needs Analysis and Course Intake Form are confidential and for professional purposes only.

Please could you fill in the attached Needs Analysis and Course Intake Form which should be submitted to me by Email? If you have any questions, don't hesitate but contact me at my Email address: dr.herman.fridsma@gmail.com

Yours sincerely,

Senior tutor: Herman Fridsma

Fridsma related notations towards points of attention related to a business letter:

Is there a need for a business letter; what is the social position and intellectual development of the person who will receive the letter and what is his or hers knowledge related to the subject; what objectives do you want to reach; what is the importance of business.

One has to realize that a business letter is also a business reference for your own business at external level of your own business related to a form of business like public relations, so one has to pay extra attention to business letters as instrument for written communication, end of note Fridsma.

Berger writes in relation to the content of the English business letters: "1-Initial phrase; 2-Message proper; 3-Conclusion and final phrase. (..) Be consequent in style and word usage", Berger (P9, 10). Fridsma will also express the case of correctness towards business content and sender references.

Chapter Two – LITERATURE REVIEW

Review:

CIA Factbook (2009).

Review by Fridsma:

This important book provided by the USA agency CIA is a book that contains general information about the global world in general and the continents and related countries in special. The provided information is of statistic and general origin. The book contains also global maps. Fridsma can recommend this major book for general geographical research and for more specific statistic data research related to geographical locations all over the world. The book can be downloaded at internet link: <https://www.cia.gov/index.html>. Within chapters one and four you find some statistical material integration and workouts by Fridsma for thesis related applied research purposes towards for example population, languages and religion, end of note Fridsma.

Dream Interpretation As a Psychotherapeutic Technique: ISBN: 1 8 4 6 1 9 0 1 7 7 Radcliffe Publishing. Coolidge, Frederick L. 2006.

Review by Fridsma:

This is a book of psychology related to dream interpretation. Within this book sleep and dreams will be explained from out of different dream theories and from out of a scientific approach while the dreams will be analyzed by means of therapeutic counseling. Fridsma can this interesting and well written and understandable book recommend to psychology and counseling students and professionals and to psycho therapists, social workers and field related professionals for study and information purposes. Within chapter four you can see a TESOL related didactical integrated workout of teaching material related phrases for tertiary educational purposes as presented by Fridsma end of note Fridsma.

Engels voor kantoor, bedrijf en handelsopleidingen. ISBN: 9 0 2 5 2 6 3 3 1 3; Uitgeverij Helmond, Helmond (Netherlands), Berger, Th. H, Bouwens, J. F,

Review by Fridsma:

This is a Dutch book of education, freely translated by Fridsma as “English for office, business and business education”. This is a major book of English business correspondence in which case the business letter is the centre point of focus. The book contains 25 lessons related to business practice in general and in special. The book contains multiple sample business letters related to the 25 lessons for usage with explanations and didactical educational objectives. Fridsma can recommend this major book related to English language business letters to English language students and professionals who are involved in English business writing, (Fridsma).

Ethnologue: Languages of the world (thirteenth edition) 1996. Dallas: Summer Institute of Linguistics, editor: Grimes, Barbara F.

Review by Fridsma:

This is a great pleasant readable and well organized encyclopedia related to languages at global scale of the world with lots of entries and language related data. The encyclopedia displays basically facts of what is known about language families of the world. Interested researchers could find Ethnologue also at internet at: <http://www.ethnologue.com>. Within chapter one Fridsma has some statistical data related to Ethnologue integrated for thesis related research purposes, end of note Fridsma

Neo-Theological Reflections: True beliefs in relation to God, the General Oer Dimension doctrine, Genesis 1, 2 and 3 revealed from out of metaphysical meaning, the New Testament and the liberation of mankind. 2009. Author: Dr. Herman Fridsma.

Information E-mail: dr.herman.fridsma@gmail.com

Review by Fridsma:

This major theology research book related to evolution and the General Oer Dimension doctrine as presented by Fridsma is a Doctor of Theology dissertation (170.000 words, 380 pages). Fridsma graduated at doctorate level of theology April 17th 2009. Fridsma will quote from out of the dissertation related summary:

Abstract-Genesis 1 and 2 book of creation of the Bible's Old Testament written thousands of years ago in its original form represents the symbolic and metaphoric God bounded version of creation of heaven, Earth, life and mankind etcetera which Fridsma had transformed and translated from out of the General Oer Dimension doctrine as a G.O.D. related version of evolution from out of the General Oer Dimension, G.O.D. related to the universal cosmos from out of the Big Bang development, the origin of time, space, matter, anti matter, energy and dimensions and the evolutionary transformation processes since that moment at the dawn of the universe which lead us to the universe, Earth, Earth bounded life and Homo sapiens as dominant Earth related life form in the present. Genesis 1 and 2 in its original form present us the theological vision of Jewish theological religious Theologians when written in time seen from out of their ontological and metaphoric vision related to God, the universe, Earth, Earth bound life and the origin and dawn of man. Fridsma transforms this metaphoric ontological vision in line with present general scientific and metaphysical knowledge theologically linked to his own vision and General Oer Dimension thesis and doctrine in relation to God which is presented as an equal synonym for the General Oer Dimension or G.O.D. generated as a absolute anomaly entity and power.

Because of the relation between conscious spiritual human beings and other conscious spiritual life forms at evolutionary determined level and linked to the General Oer Dimension and the energetic G.O.D. bounded infinite and collective mind and memory can directly from out of the God directed conscious spiritual life forms and human beings at individual level communicated with God from out of the energetic God power particles from within oneself

which connects the inner God mind with the universal God mind and memory and the universal collective memory and mind which are all related to the G.O.D. One could communicate after a personal purification procedure by means of God guided and directed meditation and or prayer. During this communication one could see God as one's own spiritual symbolic awareness from out of one's personal God mind at individual God level. This is the result of the fact that mankind and other conscious spiritual life forms throughout the universe originated through evolutionary path ways and transformation processes from out of the General Oer Dimension, G.O.D. Genesis 3 the fall from paradise complete the basic quest of conscious and unconscious spiritual human beings because it set mankind free to find its own way within the universe and down on Earth which is a symbolic significant statement in relation to individual freedom, free will and personal development without losing the connection with the General Oer Dimension, G.O.D. at energetic spiritual level of God sense and awareness at individual level of the individual human being from within oneself and in relation to one's existence within the universe and on Earth.

Fridsma had formulated 14 Neo-Theological questions to answer in relation to the 14 theses he had formulated.

Source: Neo-Theological Reflections: True beliefs in relation to God, the General Oer Dimension doctrine, Genesis 1, 2 and 3 revealed from out of metaphysical meaning, the New Testament and the liberation of mankind, (summary). Fridsma can recommend this book for students, professionals and interested people for study and research purposes related to science and theology, (Fridsma).

Harrap's standard learners English Dictionary, ISBN 0 2 4 5 5 3 9 8 4 0. Harrap Books LTD, 1980. Harrap.

Review Fridsma:

This fine book is an English all learners completely modern dictionary with many entries. The book is easy to read and easy to use for study and other task purposes. Fridsma can recommend this book to English learning learners and to people who are in need of quick knowledge references in which case the book can act as a short subject related information resource, (Fridsma).

Het beste sprookjesboek; Uitgeversmaatschappij The Reader's Digest NV Amsterdam-Buitenveldert (Netherlands).

Review Fridsma:

This book is originally written in Dutch. This is a major fairytale book which contains 75 illustrated fairytales and folk-tales. These tales are selected from the best authors like Grimm, Anderson, Perrault, Marelles etcetera and folk-tales from out of the Netherlands, Spain, England, Ireland, Germany and so on. Fridsma used the by him from out of Dutch into English translated fairytale of the princess on the pea, originally written by Anderson, for educational purposes within this research thesis.

Fridsma can recommend this book for young and old readers who like fairytales and folktales. The book can also be used by teachers of young learners for language educational purposes, (Fridsma).

Robinson Crusoe; 1972; ISBN: 9 0 2 2 9 5 0 8 8 3; A., W. Bruna en Zoon, Utrecht (Netherlands); Defoe, Daniel.

Review Fridsma:

This is a Dutch translated book related to a version of 1836. The book is a literature (adventure) book for young and old readers. The story begins in 1636 the day that Robinson Crusoe was born and tells about a seaman from York who after a shipwreck near the American coast stranded on a abandoned island where he lived most of the time, for years, solitary till he rescued a Indian man who he called Friday and who he learned to speak English in order to communicate and so on. Robinson Crusoe was adapted to the life on the Island till he was rescued by pirates in 1686, (Crusoe lived on the island for more than 28 years), and after a escape he came back to England the 11th of June 1687 after 35 years. This is a good literature story which is integrated by means of a reference towards Robinson Crusoe by Fridsma because of the English learning process of Friday by Crusoe in chapter 37 and 38 which is freely interpreted by Fridsma. Fridsma can recommend this adventure book classic to all who are interested in classic literature. The book can also be used by teachers for language educational purposes, (Fridsma).

SLW & CALL, volume 11 number 3; 2007, published by TESOL, Inc. Alexandria, Virginia USA. Part of the Christian English Language Educators Association (CELEA).

Review by Fridsma:

This is a journal that is focused at TESOL and Christianity. The journal manifests itself from out of several displayed practical articles and because of that practical character, the topics within the journal are multi diverse and TESOL related from out of the teaching practice. Christian related TESOL teachers/tutors and trainers could take personal benefit and advantage of the presented journal articles for their own teaching practice.

Note Fridsma: (Two basic articles are minor edited and argued by Fridsma used within the appendix; see article 1: There is something furtive about the behavior of evangelicals in TESOL and article 2: Religion in ESL Textbooks). Fridsma can recommend this journal for ELT teachers/tutors with a Christian background who wants to integrate Christianity within the TESOL teaching practice. Interested ELT teachers/tutors could contact TESOL Inc. at Alexandria, Virginia USA, end of note Fridsma.

The end of nature: ISBN 0 1 4 0 1 2 3 0 6 7; A Penguin Book. McKibben, Bill.

Review Fridsma:

McKibben let us see that nature is fragile and how nature is altered under influence of actions of humans, technological development and science and that these negative influence of this

actions results to negative ecological development which accumulates in our present timeline already at disastrous level. McKibben writes logical and straight to the points so everyone can feel the impact of this book so one can see that nature is very fragile and that interference by us has already altered our ecological system so we should face the naked consequences of our actions not only to our selves but also to God, (Fridsma). This excellent written book will be recommended by Fridsma to professionals, students and researchers with a interest for nature and facts related to nature development, (Fridsma).

The New English Bible; 1970, University Press, Oxford and the New King James Bible.

Note this are different bibles, but in general we may state the by Fridsma reviewed main subjects.

Review by Fridsma:

The Old Testament is related to the books: Genesis; Exodus; Leviticus; Numbers; Deuteronomy; Joshua; Judges; Ruth; 1 Samuel; 2 Samuel; 1 Kings; 2 Kings; 1 Chronicles; 2 Chronicles; Ezra; Nehemiah; Esther; Job; Psalms; Proverbs; Ecclesiastes; Song of Solomon; Isaiah; Jeremiah; Lamentations; Ezekiel; Daniel; Hosea; Joel; Amos; Obadiah; Jonah; Micah; Nahum; Habakkuk; Zephaniah; Haggai; Zechariah; Malachi; It shows biblical Old Testament canon which can be studied to understand the biblical time period before the New Testament and the O.T. relation of the nation of Israel to God. The O.T. is totally focused on the relation of the Jews with God and the interpretation of the Jewish law of the commandments in relation to God. The O.T. shows us also historical and poetical chronicles related to the biblical history of the Jews next to metaphoric and symbolic phrases. From out of theological and metaphysical point of few seen, the O.T. is important to study by theological metaphysical oriented researchers and students to see the true nature of the bound of God with Israel.

The New Testament displays from out of its holy canon the gospels of Matthew, Mark, Luke, John, Acts, Romans, 1 Corinthians, 2 Corinthians, Ephesians, Philippians, Colossians, 1 Thessalon, 2 Thessalon, 1 Timothy, 2 Timothy, Titus, Philemon, Hebrews, James, 1 Peter, 2 Peter, 1 John, 2 John, Jude and Revelation. The New Testament is focused on life, work, dead and after-dead of Jesus of Nazareth (which is the greatest of all metaphysical theological teachers of all time and is related to Christ consciousness). This statement is a special note made by Fridsma. The New Testament is related to beliefs and statements related to Christianity as fundamental scripture of the Christian Church in general. Fridsma can recommend this book to everyone interested in the Christian Holy Scriptures related to the Bible and for practical bible study. The book can also be used by Christian TESOL related teachers/tutors and trainers for Christian related language teaching towards Christian learners ad all levels of TESOL education (see practical NMG Fridsma related practice example workouts within chapter four of this thesis), end of note Fridsma.

The New International Webster's comprehensive Dictionary of the English language 1996 edition; ISBN 1 8 8 8 7 7 7 0 0 1 Deluxe, Trident Press International,

Review by Fridsma:

This book is an extended international dictionary of the English language under copy rights of the J.G. Ferguson Publishing Company. The book inhibits thousands of entries and contents for example the Webster dictionary, grammar and usage handbook, business law, business math, business letter writing, several glossary's, biographies, quotations dictionary and a spelling dictionary. The book contains brief general knowledge from out of dictionary and business style written and processed. The International Webster's comprehensive Dictionary of the English language 1996 edition could be recommended for students and professionals who seek general knowledge to process within their fields of interest, note Fridsma.

Oxford advanced learner's dictionary of current English New Edition, ISBN 0 1 9 4 3 1 1 0 1 5; Oxford University Press. Sixth Impression 1977 by A. S. Hornby.

Review by Fridsma:

This major book of English language is excellent for students and teachers. The book contains thousands of entries related to English language and related to English dictionary, (Fridsma)

The Oxford illustrated dictionary, second edition, Book Club Associates London, 1980. This second edition is revised by Dorothy Eagle.

Review Fridsma:

This is a dictionary with thousands of entries for general and study purposes. It contents a wide range of subjects which could be used for quick references. Fridsma can recommend this book for students and interested people. The book can also be used for TESOL related study purposes as a short subject related information resource, (Fridsma).

The Oxford guide to the English language; 1984, University Press, Oxford; Guild Publishing London.

Review Fridsma:

This is a major quality English language book related to all aspects of English language. This book inhibits many English language entries and subjects. All ins and outs related to English language related to word formation, pronunciation, vocabulary and grammar will be explained within this fine book. This book is a book of excellence which can be used into direct practice of ELT and Fridsma can recommend this book for linguistics', English teachers, English language professionals and students, note Fridsma.

Chapter Three – RESEARCH METHODOLOGY

Research methodology:

Intro: Within this chapter we will focus first on the research thesis related research approach and we will focus second to research methods related to practical small scale ELT management and ELT management Christian NMG practice related projects used within this thesis and third to other thesis related research, (Fridsma has developed all research and related protocols by himself).

1-Research and planning methodological approach of Fridsma related to the research thesis development project: (Fridsma determines this research thesis project as a qualitative research project).

Fridsma made a choice for this by himself developed qualitative methodological project approach because of the integrated quality research and calculated evaluation moments so that there is a stage related quality control and feedback opportunity to reset or change project facets if necessary or to integrate and develop new or other related modules or concepts within the research project. The research thesis project is built on seven stages.

Stage 1:

Planning stage thesis research project:

- Research concept development related to integrative TESOL, linguistics, psychology and theology philosophies.
- Determining thesis subject(s) and thesis purpose.
- Setting goals, priorities, tasks, timetables and an executive plan with evaluation and feedback processing.
- Final research thesis planning and planning evaluation.

Stage 2:

Plan execution stage 1:

1 Qualitative and quantitative literature study of TESOL related literature, journals and articles next to intensive English linguistics research and theological Christian field research related to didactics and education. Psychology study research related to learning and development psychology.

2 Qualitative and quantitative internet research related to TESOL, linguistics, psychology and practical theology.

3 Qualitative and quantitative statistic research at demographic religions level and at level of English speaking and learning.

4 Qualitative small practice project experiments conducted by Fridsma at NMG practice, Amsterdam, Netherlands.

Stage 3:

Plan execution stage 2:

Collected research material related to qualitative and quantitative research 1, 2 and 3 and practical experiments 4 will be shifted and evaluated for thesis project usage and integration.

Stage 4:

Plan execution stage 3:

Research material integration within the research thesis combined with evaluation feedback.

Stage 5:

Final research thesis examination and evaluation stage.

Stage 6:

Research thesis completion; the final touch; master research thesis deliverance.

Stage 7:

Research thesis examination for approval or denial of the M.A TESOL degree by the thesis approval committee.

Fridsma developed this seven stage master thesis research development project and methodological approach in order to work efficient and within time tables and planning concepts. Fridsma sees the research thesis as a management and control project with as input level his scientific knowledge and creativity in order to initiate and start the project at level 1; the throughput levels at stages 2 to 5; stage 6 product output: the master research thesis in its final form. Stage 7 external examination of the master research thesis with examination feedback towards Fridsma.

Fridsma begins with a project initiation at stage 1; strategic and strategic tactical operations in stage 1 and 2; tactical and tactical operational implementation operations at stage 3 and 4; operational completion operations at stage 5 to 6; final external examination operations at external operational level stage 7.

2-Thesis related research methodology towards small scale ELT and ELT Christian NMG practice related practical projects:

-Program initiation and planning.

-Program development with program model and evaluation moments.

- Materials development and evaluation.
- Program execution and evaluation.
- Empirical testing by Fridsma of theoretical ELT models into the NMG practice with test case rapports, strength and weakness balance analyses, costs and benefits balance analyses.
- Results evaluation.
- Evaluation (depth) interviews project related students/participants and other project related individuals.
- Written evaluation rapports analyses.
- Conclusions and feedback integration within the project(s).

3- Other related research methods used for the thesis completion are:

- Case studies related to the TESOL and TEFL practice with evaluation reportage.
- Case studies related to TESOL and ELT management with evaluation reportage.
- ELT practice and student observations with observation reportage.
- Fieldwork and field project research.

Chapter Four – RESEARCH RESULTS and ANALYSIS:

Findings analysis

Findings chapter:

Within this findings chapter Fridsma will present some statistical facts at applied research level related to the world population (2009) next to important conclusions. Fridsma will also present literature research related to the thesis related subjects of study next to some practical TESOL-Christian related project cases and ELT management models developed from out of his practice at NMG in the Netherlands.

Within chapter one, the introduction chapter, Fridsma has briefly stated the importance of statistics in order to proof the needs of concern related to Christian groups and the introduction or integration of a more Christian related TESOL identity if needed in relation to the client/student target groups of Christian origin from out of the TESOL ELT teaching practice at individual (private or non private language school, training college, university) level of teaching delivered by the teacher/tutor/trainer. This concern towards Christian target groups is not only related to the teaching practice of the teacher at individual level of teaching but is also related to the materials division of TESOL teaching materials in which case there could be ordered for more research and teaching material development for introduction purposes of Christian related teaching materials within the TESOL teaching practice.

Right now we have to take a closer look to the by the CIA Factbook presented statistic materials at a more detailed scale in order to take advantage of the statistical knowledge for the TESOL teaching practice and the TESOL related scientific field before we give some brief commentary related to the presented statistics.

General statistical data related to the world population (CIA Factbook - 2009):

Population:

6,790,062,216 (July 2009 est.)

Age structure:

0-14 years: 27.2% (male 950,127,898/female 894,359,186)

15-64 years: 65.2% (male 2,235,114,476/female 2,192,071,874)

65 years and over: 7.6% (male 227,748,114/female 290,640,668) (2009 est.)

Median age:

total: 28.4 years

male: 27.7 years

female: 29 years (2009 est.)

Population growth rate:

1.167% (2009 est.)

Birth rate:

19.95 births/1,000 population (2009 est.)

Death rate:

8.2 deaths/1,000 population (2009 est.)

Urbanization:

urban population: 48.6% of total population (2005)

rate of urbanization: 1.98% annual rate of change (2005-10 est.)

ten largest urban agglomerations: Tokyo (Japan) - 35,676,000; New York-Newark (US) - 19,040,000; Ciudad de Mexico (Mexico) - 19,028,000; Mumbai (India) - 18,978,000; Sao Paulo (Brazil) - 18,845,000; Delhi (India) - 15,926,000; Shanghai (China) - 14,987,000; Kolkata (India) - 14,787,000; Dhaka (Bangladesh) - 13,458,000; Buenos Aires (Argentina) - 12,795,000 (2007)

Sex ratio:

at birth: 1.07 male(s)/female

under 15 years: 1.06 male(s)/female

15-64 years: 1.02 male(s)/female

65 years and over: 0.78 male(s)/female

total population: 1.01 male(s)/female (2009 est.)

Infant mortality rate:

total: 40.85 deaths/1,000 live births

male: 43.85 deaths/1,000 live births

female: 37.67 deaths/1,000 live births (2009 est.)

Life expectancy at birth:

total population: 66.57 years

male: 64.52 years

female: 68.76 years (2009 est.)

Total fertility rate:

2.58 children born/woman (2009 est.)

Religions:

Christians 33.32% (of which Roman Catholics 16.99%, Protestants 5.78%, Orthodox 3.53%, Anglicans 1.25%), Muslims 21.01%, Hindus 13.26%, Buddhists 5.84%, Sikhs 0.35%, Jews 0.23%, Baha'is 0.12%, other religions 11.78%, non-religious 11.77%, atheists 2.32% (2007 est.)

Languages:

Mandarin Chinese 13.22%, Spanish 4.88%, English 4.68%, Arabic 3.12%, Hindi 2.74%, Portuguese 2.69%, Bengali 2.59%, Russian 2.2%, Japanese 1.85%, Standard German 1.44%, French 1.2% (2005 est.)

note: percents are for "first language" speakers only.

Literacy:

definition: age 15 and over can read and write

total population: 82%

male: 87%

female: 77%

note: over two-thirds of the world's 785 million illiterate adults are found in only eight countries (Bangladesh, China, Egypt, Ethiopia, India, Indonesia, Nigeria, and Pakistan); of all the illiterate adults in the world, two-thirds are women; extremely low literacy rates are concentrated in three regions, the Arab states, South and West Asia, and Sub-Saharan Africa, where around one-third of the men and half of all women are illiterate (2005 est.)

Source: CIA Factbook 2009, minor edited by Fridsma.

Brief conclusions of Fridsma related to the statistical overall rapport view related to the world population for the TESOL related teaching practice and linguistic field of science:

As seen at global level of the world: There is a birth rate of 19.95 births/1,000 population and a death rate of 8.2 deaths/1,000 population so we can state that there is a population growth rate of 11.75% which means that the world population is growing rapidly. We can basically conclude that there is a need for more qualified TESOL teachers in order to teach English as a second language. (Population growth creates TESOL opportunities).

Some important facts related to English language:

-English is the main communication language at international academic level.

-English is the main language at international global internet.

-English is the main international business language of communication.

-English is given worldwide at regular and private schools at primary, secondary and tertiary level of education.

Conclusion: A growing world population in a complex and competitive communication world asks for more skilled and qualified TESOL teachers and related TESOL trainees. When we compare the CIA Factbook list related to languages of 2000 as used in the introduction chapter with the CIA Factbook list related to languages of 2005 as presented in the General statistical data related to the world population (CIA Factbook): mentioned above in this chapter than we can conclude that we see a declination of first language English from 5.61% in 2000 to 4.68% in 2005 which indicates that at global scale we could notice a decline of first language English. This fact is of no influence of second language English. We also notice that the CIA Factbook list related to languages of 2000 covers 47.2% related to 11 main languages and the list of 2005 covers 40.6% related to 11 main languages, while Korean disappears from the 2000 list and Arabic appears in the 2005 list while English remains third in place as seen in the 2000 and the 2005 language list of the CIA Factbook.

In relation to literacy we could conclude that at age of 15 and over 18% of the world population can not read and write, (13% male and 23% female). The fact that there is a worldwide illiteracy of 18% related to individuals of 15 years old and older, there is a opportunity for TESOL teachers and language schools to fill some gaps from out of second language learning at primary level of teenager and adult education. Education is a basic right for mankind and is needed in order to survive in our modern high-tech society.

We have noticed that the world population inhibits a group of 33.32% of Christians which means that TESOL related organizations and individuals has to take notice of the needs related to this group of potential clients for TESOL education. Fridsma pleads that there should be more consideration and structural policy from out of TESOL professional organizations and education facilities at all levels of TESOL education in order to fill the gap between Christianity and TESOL education related to Christian identity groups who are seeking for a more directed Christian related TESOL education.

At TESOL level of ELT management we have as stated within the introduction chapter (chapter one) towards the statistical data noticed that the Christian community worldwide inhabits one third of the world population so it is necessary to pay more attention to Christian TESOL related language teaching integration as plead by Fridsma within this research thesis and as said earlier in the introduction chapter, it justifies Christian TESOL integration emerging.

Extern article, phrases from: "Mainstream Classroom Instruction" (TESOL related).

The article 'mainstream classroom instruction' related to Julian Jefferies and Maria Estela Brisk shows us the importance of integrated academic English within the TESOL teaching setting in English language learning, note Fridsma.

Jefferies and Brisk writes in *Mainstream Classroom Instruction*:

Students learning English as a new language can develop substantial fluency in social and survival language through exposure to and interaction with an English-speaking community. This fluency in social and survival language usually develops rapidly, as children spend most of their day socializing with other children. But their exposure to academic language is limited only to school, and may be extremely limited if their ESL classes do not include academic language development (Chamot & O'Malley, 1994). This limited exposure limits the formal oral and written language these students can produce in an academic environment.

For this reason, English language learners are prone to use the everyday language that they know in lieu of the more formal academic language required in schooling. (..) Teachers need to be aware of the forms that language takes in academic contexts, whether spoken or written. They need a better understanding of the features of this language, which is typically organized in patterns that are different from the organization and structure of informal language (Schleppegrell, 2004). Most important, teachers need to be explicit about the expectations of language use in the classroom, and this need should translate into clear language objectives for each lesson. Classroom language includes a continuum of registers, from the informal conversation among students, to the more formal presentation of ideas to the register required in written academic discourse (Gibbons, 2003).

The kind of academic language required to succeed in school can be introduced in the earlier grades, by making students aware from the beginning of the shape that language takes in formal settings. For example, even an activity such as making a peanut butter and jelly sandwich can be an opportunity for students to turn their focus on the language required to write a procedure: "First, take two slices of bread. Second, spread the peanut butter on one of the slices. Then . . ." Teachers can focus, for example, on the imperative mood (take, spread) or on the temporal connectives (first, second, then . . .) needed to produce this kind of writing.

Academic language is not limited to just the English language arts. Especially for nonnative speakers, English is both a target and a medium of instruction: They are not only learning English as a subject in their language arts class, they are also learning through English in their content-based classes (Gibbons, 2003). In a content classroom, academic language is used by the teachers and in instructional materials to present and explain new information. Consequently, in order for students to succeed, academic language needs to develop at the same pace as the construction of curriculum knowledge in the content area (Chamot & O'Malley, 1994; Gibbons, 2003). (..) When it comes to language objectives, even a simple one such as "students will be able to report orally and in written form in correct complete sentences or phrases" (..) for example, the teacher focused on this objective for the whole class. Typically students would respond with one word, leaving it up to the teacher to provide a context for the word. Requiring a full sentence gave students an opportunity to practice language and to demonstrate knowledge and understanding.(..) The academic language of the discipline is closely linked to the concepts the students have to master to be fluent in the subject. (..)

Jefferies and Brisk concludes by saying: Teachers need to find a way to talk about the language of their discipline in ways that help students to think about the linguistic structures needed for comprehension and production of texts. This does not mean that they must become English language arts teachers, as such a teacher will not be able to talk about the language of mathematics or other content areas; it means that they must be well versed in the structures that the language takes in their discipline. While paying attention to academic language, however, teachers should not forget about the context in which this type of language is appropriate, thus allowing students to use their everyday language, first language, and other registers, in order to make meaning.

Source: Julian Jefferies and Maria Estela Brisk, Boston College, edited by Fridsma.

Comment Fridsma: Fridsma agreed completely with the content of this article because there are too many teachers who experience difficulties in finding their own way of teaching. Talking about language related to the teachers own discipline of origin is an important way of constructive communication between teacher and student but this is not only of need within academic education but at all levels of education and not only towards integrated academic education. Didactical communication is the key to education and initiated learning processes by the teacher/tutor/trainer within the teaching process towards students, note Fridsma.

Christian related language learning courses based on TESOL methodology have to use learning and teaching materials which have to be qualified in accordance to the 13 related basics generals for didactical education Materials:

- 1- The materials have to build self-esteem towards the learner.
- 2- The materials have to stimulate learning progress and challenge.
- 3- The materials have to inhibit easy and no-nonsense tasks related to the contents of the materials.
- 4- The materials have to make the student feel involved towards the contents.
- 5- The materials have to be diverse of origin in order to stimulate learning diversity.
- 6- The materials have to connect to the learning knowledge and experience of the student.
- 7- The materials have to stimulate learning and self study concepts and strategies towards students.
- 8- The materials have to be realistic and related to learning levels and or age groups.
- 9- The materials have to provoke student thinking.
- 10- The materials have to acknowledge didactical and educative learning towards students.
- 11- Part of the materials have to refer to a Christian related within the material integrated subject.

12- The materials have to be tested.

13- The materials have to inhibit an educational didactical origin.

Christian related language practice ELT cases developed and presented by Fridsma:

General Christian bible related English language group or class learning for teenagers and adults:

Example of a Christian related English language lesson related to Matthew 5 verse 1 to 48.

Subject: 120 minutes lesson program (developed by Fridsma), Sermon on the Mount.

Target group: Christian adults and adolescents, age 16 to 80.

Subject: Christian bible related ELT practice:

Materials: Bible, whiteboard, markers, writing materials, paper, stencils.

Objectives: 120 minutes lesson English learning and integrative bible education.

Learning goals: Reading and comprehensive writing; speech by means of communication and discussion.

Task 1: Answer the open questions.

Task 2: Preparation for group communication and discussion; group communication and discussion related to the Sermon on the Mount

Task 3: Homework assignments, (writing task: a short essay related to the Sermon on the Mount 1000 words minimum).

Program workout Sermon on the Mount lesson program:

- The teacher opens the lesson with a Christian prayer (5 minutes).

- The teacher explains the lesson objectives to the students (5 minutes).

- The teacher let the students one at the time read some verses related to the Sermon on the Mount (20 minutes).

Task 1 execution, answering the Sermon on the Mount text questions (writing task) (30 minutes).

Note: student open question writing workouts task 1 had to be delivered to the teacher/tutor for examination.

Pause: 5 minutes.

- Setting up student subgroups (5minutes).

-Student subgroup task (prepare a Sermon on the Mountain subject for group-discussion, (15 minutes).

-Total group task execution: discussion and communication related to subgroup task workouts Sermon on the Mount, (25 minutes).

-Group evaluation (5 minutes).

-Homework assignment and appointments, (5 minutes).

Lesson program Sermon on the Mount time table totals: 120 minutes

Text: Matthew 5: The Sermon on the Mount:

For the full text go to the New Testament Matthew 5 verses 1 to 48.

Task 1:

Open questions related to the Sermon on the Mount:

1-What is the true meaning of the Beatitudes? (Explain your answer).

2-What do you think that Jesus meant with “You are the salt of the earth”? (Motivate your answer).

3-Did Christ fulfill the law? (Explain your answer).

4-What had Jesus to say related to anger, lust and divorce? (Explain why).

5-Do you think that what Jesus said about oaths is important? (Motivate your answer).

6-What is Jesus message related to retaliation? (Explain).

7-What does Jesus mean by “Love your enemies”? (Explain and motivate your answer).

8-What are your thoughts related to the Sermon on the Mount? (Motivate your answer).

9-What are or is the most important message(s) of Jesus related to the Sermon of the Mount for you in person? (Motivate your answer).

10-Do you think that the Sermon on the Mount verses are still actually in today’s world of Christianity and Christian belief? (Explain and motivate your answer).

Total lesson time of the Sermon on the Mount lesson program: 120 minutes.

Evaluation results:

After the session there was a group related evaluation between the teacher/tutor and the students in which case the teaching session related to English language learning from out of a Christian biblical context was evaluated. The present group members (students) where relatively positive towards this integrated didactical programmed ELT lesson program with a practical theological-Christian approach.

Christian related language course class teaching related to ELT (tertiary education level):

Fridsma has the lesson program he developed written as a lesson program case related to a 2.5 hour session.

Target group:

Christian students at tertiary level of education.

Teaching tasks (tutor related) and lesson programming (chronological):

- Student/client welcomes (small talk and lesson related introduction).
- Teacher and student(s) pray at the beginning of the lesson.
- Give the student/client brief lesson related instructions.
- Let the student/client read the lesson content.
- Ask student/client for lesson related understanding difficulties.
- Answer lesson related questions.
- Let the student/client make the assignment.
- Discuss and evaluate the assignment results of the client/student.
- New appointment (follow-up lesson).
- End of lesson (goodbye).

Global lesson related time planning and time table:

- Total time 2.5 hour.
- Welcome and prayer 10 minutes.
- Lesson introduction, student/client instructions and assignment, 1.5 hour.
- Assignment evaluation and discussion, 25 - 40 minutes.
- Introduction, instruction and follow-up appointment tasks, 25 - 10 minutes.

Notes of interests (teaching task related):

All conversation and writings need to be in English. The lesson program and lesson output needs to be structured and controlled by the teacher. The teacher needs to monitor and stimulate the client/student by means of active participation. The teacher had to make eye contact with the client/student to show active participation and interest. The teacher had to fill in the student/client related gaps in conversation and writing by means of positive proclaimed

criticism and feedback to stimulate the student/client's self-esteem. The teacher had to stimulate student/client related feedback and give positive feedback in return. The teacher had to manage quality teaching and time control during the lesson and teaching process.

Special note for students:

Students who are in case of a emergency not present in the class could be communicate with the teacher/tutor by means of a computer with internet connection and E-mail address to complete the tasks.

Tasks objectives lesson program:

- The student will have a better understanding of the psychology of symbolic dream interpretation in relation to individuals and the importance of dreams in general in which case the student/client can translate and connect the information for marketing and or sales objectives and purposes.

- The student/client will learn how to handle and interpreted more complex theoretical and practical information for case related purposes.

- The student/client will learn how to write and discuss lesson and case related information from out of one's own level of understanding of English and from out of one's own point of few.

- The student/client will learn how to operate independently and how to participate in direct discussion involvement by using his or hers own English communication and conversation skills.

Equipment and materials:

Inside the class:

Lesson material article 'Dream symbols, a brief pragmatic interpretation review including the attached assignment'.

Writing materials: ballpoint and paper for tutor and student/client for personal notations and student/client assignment.

Overhead projector and or whiteboard plus related materials: for tutor teaching tasks.

(Face to face approach by computer PC) outside the class by means of computer (tutor and client/student equipment and materials):

Lesson material article 'Dream symbols, a brief pragmatic interpretation review including the attached assignment'.

Writing materials: pen and paper for tutor and student/client for personal notations and student/client assignment.

- Personal Computer with internet communication.

- Webcam, sound boxes and computer PC-microphone or equivalent headset.
- Word processing program.
- MSN-live messenger or equivalent.
- Email address.

General furniture, equipment and materials:

Inside the class:

- One big or two small tables and two chairs, electric light.
- Coffee, thee, water, sugar, cream and drinking cups.

Outside the class by means of computer (tutor and client/student equipment and materials):

- Computer bureau with chair or equivalent and electrical light.
- Coffee, thee, water, sugar, cream and drinking cups.

Lesson (name):

The basics of dream and dream interpretation:

Author:

Dr. Herman Fridsma.

Introduction:

Christians have always been confronted with dreams by means of the Christian bible (Joseph in the old testament for example) but also in our daily life we have to deal with individuals and dreams. Dreams can be related to individual needs which are related to self actualization (Maslow) and the individuation development process (Jung). For Christians, psychologists, social workers, psychotherapists and so on can it be important to understand some basics related to dreams and dream interpretation in order to understand the depth of the dream from out of a psychological point of view related to the individual. Dreams say something of the individual, so sales and marketing representatives can gain advantage if one understands the importance of dreams related to the individual.

Within this lesson you should read carefully the text and make the assignment which should be completed within one and a half hour. If you have questions related to the content of the lesson or the assignment, you may ask the tutor for question related information.

The completed assignment had to be submitted to the tutor who will examine the paper and discuss the content of the paper with you.

Dream symbols, a brief pragmatic interpretation review:

Frederick L. Coolidge makes good statements which will show you the importance of dream interpretation from out of historical perspectives; Fridsma writes in accordance to Coolidge's notifications the following summary:

Carl Jung began studying with Freud in 1907, their relationship developed to the point where Freud chose Jung to carry on his psychoanalytic activities, and called Jung his 'son' and 'crown prince.'

However Jung was obviously independently brilliant and creative, and ultimately developed a more positive view of the unconscious. They disagreed on the nature of God. Freud maintained that God did not exist and was created out of reaction formation. Jung saw the development of God images in all cultures as a kind of proof of God's existence. By 1914, their split was so divisive that, although Freud lived 25 more years, they never spoke to another again.

Jung went to sleep one night and had a dream. In the dream, instead of his customary sophisticated audience, he saw himself in a public place addressing a huge thong of people. They were not only listening to him carefully, but they also understood him! Because Jung's psychological theories were intimately tied to dream messages, he could hardly refuse to listen to his prophetic dream. A short while later, he agreed to do the book, called *Man and his symbols*, The book had two conditions attached to its undertaking: it was to be a collective effort by Jung and his closest colleagues; and the TV interviewer would serve as the arbiter between the authors and the publisher. Jung planned the structure of the book, chose his colleagues and their topics, and wrote the main and first chapter, 'Approaching the unconscious' He died on June 6th, 1961, just ten days after he completed his chapter and had approved the drafts of the other authors. Although seemingly impossible, Jung probably believed in the power of the interpretation of dreams even more than Freud.

Dreams are as real as any other psychological phenomena. Furthermore, dreams are intensely personal.

They cannot decode by any standard glossary of meanings. Thus, you cannot buy a dream interpretation dictionary, look up dreams about lobsters, and read that it means your father was a callous person. Jung thought that dreams were messages from an individual's unconscious, and, even although all people share a collective unconscious, the messages are, nevertheless, personal and individual. A person's dreams cannot be interpreted by a glossary, codebook, or dictionary. On the importance of dreams and messages (in an anthology of his writings published in 1970, *Psychological Reflections*), Jung wrote the following: The dream is a little hidden door in the innermost and most secret recesses of the soul, opening into that cosmic night which was psyche long before there was any ego consciousness, and which will remain psyche no matter how far our ego extends (p.53). Nobody doubts the importance of

conscious experience; why then should we doubt the significance of unconscious happenings? They also are part of our life, and sometimes more truly a part of it for weal or woe than any happenings of the day (p.53).

Dream psychology opens the way to a general comparative psychology from which we may hope to gain the same understanding of the development and structure of the human psyche as comparative anatomy has given us concerning the human body. p54).

Freud vacillated somewhere between standard meanings and personal meanings for dream symbols. Freud clearly rejects strict decoding methods for interpreting dreams. Yet he found fascinating ancient dream interpretation approaches as in the *Oneirocritica*. As noted earlier, the *Oneirocritica* used a combination of both standard meanings and also the circumstances of the dreamer, such as the dreamer's occupation. Freud noted that dream symbols are old as language itself. He wrote: Dreams make use of this symbolism for the distinguished representation of their latent thoughts. Incidentally, many of the symbols are habitually or almost habitually employed to express the same thing. Nevertheless, peculiar plasticity of the psychical material (in dreams) must never be forgotten. (Freud, 1900, p387).

In *Man and his Symbols*, Jung wrote: It is plain foolishness to believe in ready-made systematic guides to dream interpretation, as if one could simply buy a reference book and look up a particular symbol. No dream symbol can be separated from the individual who dreams it, and there is no definite or straightforward interpretation in any dream. Each individual varies so much in the way that his unconscious complements or compensates his conscious mind that it is impossible to be sure how far dreams and their symbols can be classified at all (Jung, 1968, p.38). It is for this reason that I have always said to my pupils: "learn as much as you can about symbolism; then forget it all when you are analyzing a dream." Coolidge (2006: P58/59/60).

Reference:

Coolidge, Frederick L, 2006

Dream Interpretation as a Psychotherapeutic Technique: ISBN: 1 8 4 6 1 9 0 1 7 7

Radcliffe Publishing

Lesson material article 'Dream symbols, a brief pragmatic interpretation review' attached assignment (student/client):

(1) What is the importance of the power of dream interpretation? Give briefly your written conclusions in your own words.

(2) Write in your own words a short essay of the importance of dreams and the dream symbols for the individual in relation to marketing and sales and give an example by means of a practical case.

(3) Do you think that dream interpretation is important to yourself and or other individuals? Motivate your (written) answer.

(4) Do you think that dreams are important for Christians? (Motivate your written answer).

(5) Are dreams important to you? (Motivate and explain your written answer).

Teenagers and Christian related language class teaching at secondary school level:

Example by Fridsma:

60 minutes teaching lesson.

Teaching subject: Adjectives ending in –able.

Learning objectives: students had to learn and practice adjectives ending in –able.

Target group: teenagers age 14 to 15.

Introduction:

Adjectives ending in –able usually take in- if the stem preceding the suffix –able is not by itself an English word. Examples:

Educable, stem educ-, negative in-

Palpable, stem palp-, negative im-

Exceptions: unamenable, unamiable, unconscionable

They usually take un- if the stem has only one syllable and is an English word:

Examples: Unbridgeable; unlovable; unreadable; unsaleable.

Exceptions: incurable; immovable; impassable.

But no generalization covers those with a polysyllabic stem:

Examples: illimitable; unmistakable; invariable; undeniable.

Source: The Oxford guide to the English language (P18).

Teacher example (Fridsma):

We believe in God, believe as adjective ending in -able gives believable. Believable used as an example gives: This is a believable truth (Fridsma).

Teacher explained the verb believe to the Christian teenager language learning group.

Believe; Have faith (in); trust word of; accept as true; suppose, think; be of opinion that.
Believable adj. believer n.

Source: The Oxford Illustrated Dictionary (P70).

Assignment:

- 1- Write down six adjectives ending in –able.
- 2- Use the words in a short written story which will be used for classroom discussion.
- 3- Seek a partner and play ‘Adjectives ending in –able’ hangman.

Rules:

Use your Adjectives ending in –able word and draw a dash for each letter on paper. Your partner has to guess the adjective by saying a letter from the alphabet and if the adjective contains the letter then the letter has to be set on the dash on the paper corresponding with the adjective. If the adjective does not contain the letter you may draw the first line of hangman. The object of the game is to guess the adjective before the hangman drawing is completed. The drawing is made up of ten lines, so only ten wrong guesses can be made when choosing the letters. If your partner guesses the adjective before you complete the drawing, then your partner wins the game. The adjective must be guessed correctly.

When the game is over then switch places with your partner who had to use a adjective and you have to guess the adjective. Have fun.

- 4- Classroom discussion related to the written stories containing adjectives ending in –able, which will be discussed one at the time after a writer reads the short written story one at a time.

Total lesson time related to adjectives ending in –able: 60 minutes.

Young learners and Christian related language class teaching at primary school level:

Example by Fridsma:

Target group: Christian English language study age 8 to 9 years old.

Activity and activity subject:

Jesus of Nazareth; make a collage of Jesus as you see him, you may also use Maria or one or more of the disciples of Jesus next to Jesus in the collage. You must make Jesus happy. When you are ready with your collage you have to write on a paper a short story of what makes you happy, happier or the happiest when you look at Jesus as you have created within your collage.

Teaching objectives:

Practising comparatives/superlatives: happier, happiest.

Materials:

Glue, scissors, magazines, paper, coloured pencils and writing materials.

Steps:

1 The children get the assignment with a short introduction and explanation of the assignment by the teacher/tutor towards the Christian subject Jesus of Nazareth and the meaning of the comparative and superlative of happy.

2 The children had to work alone and had to write on a list the name of the person for who the Jesus collage would be made and what kind of pictures they want to use for the collage of what the child thinks that makes Jesus happy.

3 The child has to make a Jesus collage on paper by using pictures cut out of magazines.

4 The child has to write on a paper a short story of what makes him or her happier or the happiest related to this hand made Jesus collage.

5 The collage and the written story had to be given to the teacher /tutor for examination of the practical usage of the comparatives/superlatives: happier, happiest when ready.

6 The Jesus of Nazareth collages of all children will be set on a table as an exposition for all the children and after all children are ready with the assignments, every child has one at the time to come towards the table in order to read out loud the written story and shows the Jesus collage that he or she had made to the class.

Christian related ELT language learning at pre-school level:

Teaching program example developed by Fridsma:

Objectives: picture card related vocabulary.

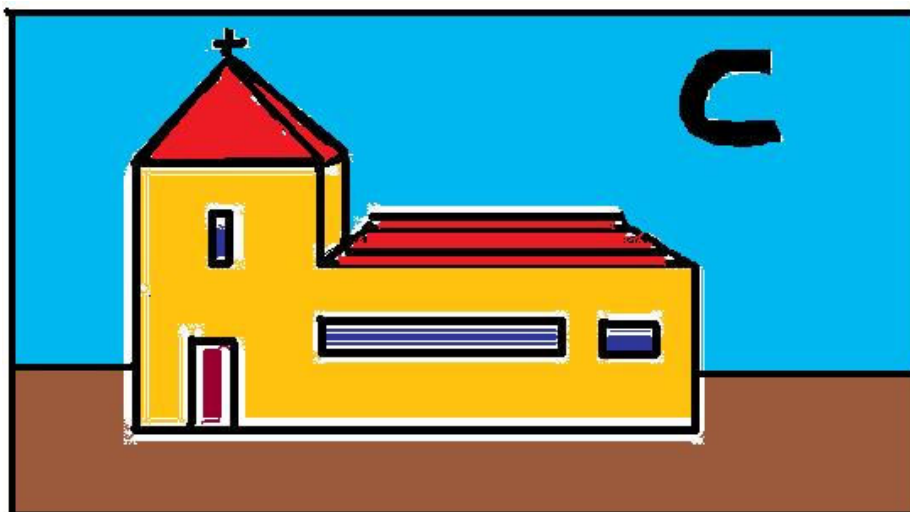
Target group: Christian children age 5 to 6 year old.

Materials: cards, wordlist with words beginning with a C.

Learning goals: Primary teaching goal: Letter C and corresponding words beginning with C with special attention for the vocabulary. Example picture and letter cards: see below relating to a church and a chair.

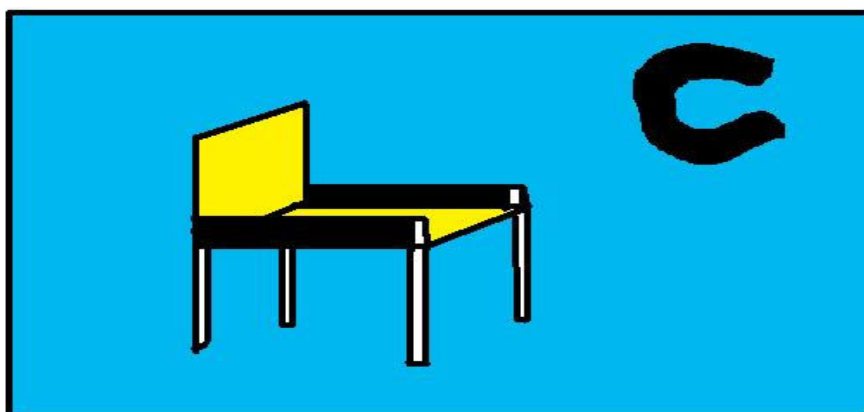
Word card:

Church



Word card:

Chair:



Note: The word cards (church and chair) are developed by Dr. Herman Fridsma.

The teacher will be working in relation to Montessori related teaching rounds of three periods:

- One, the Naming period.
- Two, the Association and Recognition period.
- Three, the Recall period.

Practical teaching example related to the Christian related TESOL practice in working with young children: Word cards church and chair.

Period 1: Naming period.

Round one:

Teacher: This is a church. The teacher points to the church.

Moment of silence, the teacher looks at his pupils.

Teacher: chu-rch. (again pointing to the church).

Teacher: church.

Round two:

Teacher: This is a chair. The teacher points to the chair.

Moment of silence, the teacher looks at his pupils.

Teacher: chair. (again pointing to the chair).

Teacher: chair.

Period 2: Association and Recognition period.

Round one:

Teacher looks at a child.

Teacher: can you pick up a card where you see a church.

Child picks up a card with a picture of a church.

Teacher: can you show me the church? The teacher points at the church.

Child shows the church and points at the church.

Teacher: say the word of the picture you just pointed at.

Child: church.

Teacher: say it again, but now slower.

Child: chu-rch.

Teacher: say it now a bit quicker.

Child: church.

Teacher gives a compliment.

Teacher goes back to stage period one for round two.

Round two:

Teacher looks at a other child.

Teacher: can you pick up a card where you see a chair.

Child picks up a card with a picture of a chair.

Teacher: can you show me the chair? The teacher points at the chair.

Child shows the chair and points at the chair.

Teacher: say the word of the picture you just pointed at.

Child: chair.

Teacher: say it again.

Child: chair.

Teacher gives a compliment.

Period 3: Recall period.

Round 3:

Teacher: What do you see on the first picture above? The teacher asked to one of his pupils, while pointing at the church.

Child: I see a church.

Teacher: say chu-rch.

Child: chu-rch.

Teacher: pick up the card and show us the church.

The child picks up the card and shows the church.

Teacher to his pupil: what did you show us?

Child: church.

Teacher gives the child a compliment.

The teacher speaks to another pupil.

Teacher: What do you see on the first picture under? The teacher asked to the pupil while pointing at the chair.

Child: I see a chair.

Teacher: say chair.

Child: chair.

Teacher: pick up the card and show us the chair.

The child picks up the card and shows the chair.

Teacher to his pupil: what did you show us?

Child: a chair.

Teacher gives the child a compliment.

The lesson continues with other picture cards for about 40 minutes following the periods 1 to 3. (Total lesson time 50 minutes vocabulary training). 10 minutes group evaluation with the pupils related to the lesson. Total effective lesson time 60 minutes.

Special note Fridsma related to Christian related ELT language learning at pre-school level: as seen within this NMG practice related language teaching example, the teacher stays focused at the young learners and especially the young learner with who he or she is in didactical interaction. It is also important that the teacher gives positive confirmation to the child which stimulates the child towards a positive learning attitude (this you can see and notice within the didactical example workout).

Role play exercise for ESOL Christian related students developed by Fridsma:

Role play practice with evaluation of old and new telephone conversation exercises and class discussion evaluation findings:

Objectives: Communication practice exercises and evaluations for ESOL students.

Target group: Intermediate ESOL students of Christian origin.

The lesson opens with a short introduction and a Christian prayer before starting the program.

Special note: The teacher acts as a coach during the lesson program.

Total lesson duration: 60 minutes.

Lesson reading material with tasks for students:

Title: Office secretary versus client telephone communication interactions:

Fridsma present a bad and a redesigned good version of 8 communication interaction telephone conversation dialogue lines between an office secretary and a client in the rewritten new situation, so one can compare the old and the new situation for learning purposes.

Secretary versus client conversation interaction unchanged original old (bad) situation:

Interaction:	Secretary:	Client:
1	Gordon Business LTD. Hi.....	I want to speak to Johnny Booths.
2	What did you say?	Is Johnny Booths there?
3	You can't speak to the man. He left the office.	Shit. When is he back?
4	I don't know. It is better when you call him later on.	No. Tell him to call me.
5	Tell me, what is your name?	My name is Mr. Froster.
6	Yeh, can you spell it?	F-R-O-S-T-E-R
7	Your phone number?	820-69-69
8	Bye.	See you.

There are a total of 8 communication interactions during the (bad) telephone call dialogue.

Secretary versus client conversation interaction changed new situation:

1 secretary: Good morning, Gordon Business LTD. You are speaking with Mary Maes, what can I do for you?

Comment: the secretary is more personal by means of personal introduction, accurate and client centred; friendly and representative from out of the company she is working for. A client on the other line of the telephone knows with who he or she has to deal with.

1 client: Good morning, you are speaking with Tony Froster, I want to speak to Johnny Booths. Please can you connect me to him?

Comment: the client responds also at personal level by introducing himself and by coming straight to the point of his case so the secretary knows what the client wants.

2 Secretary: I am sorry Mr. Froster, Mr. Booths is gone out on a appointment. Can I note a message?

Comment: the secretary stays polite and to the point by giving information and by offering an alternative to the client to cover his disappointment.

2 Client: I don't know, but do you have any idea when he is back for business?

Comment: the client does not immediately want to leave a message and tries to get new information about the man he wants to connect to.

3 Secretary: Sorry Mr. Froster, I have no idea when he will be back.

Comment: the secretary answers the question and stays focus.

3 Client: Please Mrs. Maes, will you note a message for Mr. Booths?

Comment: The client reacts to the response of the secretary by means of a decent proposal.

4 Secretary: No problem. What will be the message Mr. Froster?

Comment: the secretary is well willing as company representative and asks for the necessary information in order to deal with the message.

4 Client: Please Mrs. Maes, will you ask Mr. Booths if he could phone Mr. Froster as soon as possible at 820-69-69?

Comment: the client gives the secretary all the necessary information for Mr. Booths.

5 Secretary: I have noted that Mr. Booths has to call Mr. Froster at 820-69-69. Mr. Froster, I will notify Mr. Booths as soon as he returns.

Comment: the secretary gives the client feedback and notifies that she has noted the information and that she will take care and process the information in regard to the client and Mr. Booths.

5 Client: Thank you Mrs. Maes, bye.

Comment: the client is satisfied and happy that the secretary takes care for the appointment between him and Mr. Booths and says goodbye to the secretary.

6 Secretary: Bye.

Comment: the secretary finished the conversation with the client and disconnects the telephone connection.

Overall new situation comment:

The redesigned phone communication interaction conversation seen as a telephone dialogue between the secretary and the client in regard to Mr. Booths is more up to date, structured and constructive, modern business like and in line with most general company procedures of client focused policy and representation. The phone conversation between the secretary and the client is more spontaneous, straight to the point, natural and effective as seen from out of a business and no nonsense point of view.

Task 1:

Compare the old (bad) situation with the new (redesigned) situation.

Task 2:

Exercise the old situation with a student partner and evaluate the old situation with your student partner and write down on a blank paper your remarks.

Exercise the new situation with a student partner and evaluate the new situation with your student partner and write down on a blank paper your remarks.

Task 3:

Discuss with your teacher and the class your findings.

Task 4:

Final lesson evaluation and appointments (students and teacher).

Internet and Wikipedia and regular integrated combined materials and lesson plan for higher education Christian students related TESOL practice purposes focused at applied language study level:

Fridsma will present an NMG practice related example of teacher – student related and partly from out of internet Wikipedia transformed study material and a developed subprogram as a tested experimental teaching project workout with all didactical processes related to the presented lesson program introduction course and homework assignments. The main objective of this example workout presentation is that the workout has to act as a case study for evaluation purposes. A brief course evaluation is presented at the end of this section.

Introduction English literature introduction course related to applied language learning:

The usage of internet is of great importance within modern education and internet sources like Wikipedia could within this concept also be used for educational purposes and teacher related creating of lesson materials for applied didactical education. Fridsma will give an example of mostly from internet and Wikipedia related personally developed lesson material combined with a integrated lesson plan. This concept is developed and used within the NMG practice of Fridsma related to Christian and TESOL related language teaching. (Note Fridsma: the Wikipedia used materials are attached to this teaching program so everyone could take direct notice of the complete impact of the didactical and educational resources towards the Christian student at higher educational level of applied language study. Fridsma made a choice for this approach for evaluation purposes related to the presented subprogram as a complete lesson related education package). The students receive during the English literature orientation lesson a paper version of the developed outline paper reader related to the English introduction course related to the subject of English literature introduction as part of the English literature introduction course with internet references for further study orientation (Fridsma finds this of great importance to stimulate students to do internet research for their language and study development from out of internet related research). At the end of the lesson the students are notified to complete at home the by the outline paper course reader received homework assignment tasks.

English literature introduction course subject education program workout:

Brief course introduction:

An English language (EL) introduction course for Christian related English language students is of interest for the students because of the historical literal development knowledge transfer

and knowledge transfer towards literal writing styles and content related to corresponding time frames and authors. Students can gain the benefits of an introduction course for further development related to follow-up literal studies in order to improve their knowledge and literal learning capabilities (Fridsma). The EL introduction course is developed by Fridsma.

English literature introduction course for applied language learning, a 1 hour lesson plan:

Materials and equipment:

- Internet related computers

- Outline papers: Introduction course English literature for reading, writing and discussion purposes related to the outline paper course reader.

- Attached appendix and assignment homework instruction related to English literature papers for homework purposes.

- Paper and writing materials for notations.

Target group:

Christian English language students at intermediate and higher level (8 person limited group).

Global lesson timetable (guideline):

Begin of lesson.

- Welcome, personal introduction and Christian prayer (10 minutes).

- Lesson goals explanation and short subject introduction: goals and English literature introduction (10 minutes).

- 1st stage student questions (5 minutes).

- Reading pause for reading of the outline introduction English literature subject related to the course reader (10 minutes).

- 2nd stage student questions (5 minutes).

- Writing instruction (5 minutes).

- Discussion (10 minutes).

- Final student questions, lesson evaluation, homework and appointments (5 minutes).

End of lesson.

Total effective minutes of education: 60 minutes.

Main objectives:

The student(s) will be learned to understand the subject of English literature from out of a basic level of understanding related to the English literature introduction course up to a more advanced concept of adaptation by means of carrying out the tutor and lesson related instructions and homework tasks. The student has to adapt the lesson information for personal understanding and the student has to participate actively by means of lesson related questions, writing instructions and discussion so one can adapt and experience the learning process as an effective instrument to gain knowledge in relation to personal development. The tutor/teacher has to goal to instruct and to guide the student in relation to the didactic learning goals which need to be achieved and to stimulate student related progress. The student will be stimulated to develop one's English reading, understanding, writing and speaking skills in relation to the complex theoretical introduction subject of English literature from out of a more practical pragmatic translation under guidance of the tutor/teacher. Homework assignments will help the student to work towards a deeper level of philosophical understanding of the English literature subject by means of independent working and thinking in order to solve the problems and clear the assignment.

Advanced lesson program structure outlines and shortcut tutor related motivation:

-The tutor/teacher welcomes the student(s) (5 minutes personal introduction time) and begins the lesson after a Christian class related prayer (The Lord's prayer, New Testament, 5 minutes) by introducing the main subject of English literature by means of a short tale; (10 minutes lesson goal explanation and short subject introduction: English literature introduction speech).

The personal introduction time is important so the student knows who and what the tutor is and represents. The Christian prayer is of importance because of the group related Christian identity and team spirit. The lesson goal explanation and short subject introduction is important and needs to be done by means of a short lesson objectives explanation and introduction tale/story given by the tutor/teacher to awake the interest of the student for the mean subject of the lesson and to focus the student in relation to the lesson and the related educational learning goals.

-1st stage Student questions related to the English literature subject introduction and personal answers by the tutor/teacher (5 minutes); the 1st stage students questions are important because the teacher has to give the students the opportunity to ask subject related questions for answering by the teacher or to express subject understanding difficulties in which case the teacher has to give the student a more understandable briefing at adapted level of didactical guidance.

-The tutor/teacher delivers the student(s) an outline paper course reader concerning the orientation course English literature for reading (for material content see outline course reader), writing and discussion purposes so the student can orientate more closely at the mean subject of the lesson (reading pause; 10 minutes). (The students had to read the first pages till the Jacobean literature paragraph).

-2nd stage student questions (5 minutes); this stage is important for students to express subject related questions and difficulties related to the course reader.

-Writing instructions (5 minutes) will be given by the tutor in which case the student had to write a brief workout related to the subject of English literature (till the Jacobean time), during the workout writing execution by the student, the student had to proof his or her capability of knowledge adaptation at practical written workout level of English literature understanding and English grammar. The by the student produced brief workout will be submitted to the tutor/teacher for discussion in the next stage of the learning process during the lesson.

-Discussion (10 minutes); the by the student produced and submitted workout or workouts will be put in for discussion in which case the student and the tutor/teacher will argument the ins and outs of the presented workout(s) and the workout related impact from out of point of few of English literature study. The teacher will also be focused at the speaking skills of the student in order to stimulate its capability to a higher level of existence by means of philosophical questions and arguments in relation to the presented workout.

-Final student questions, lesson evaluation, homework and appointments (5 minutes); the tutor gives the student the opportunity to ask final question(s) in relation to the mean subject of focus and will briefly evaluate the lesson, gives instructions for homework assignments and makes appointments. The lesson will be ended and the tutor notifies the student to take care of the homework assignments related to the outline paper course reader and assignment homework instruction related to English literature with the appropriate guidelines and procedures for the student to carry out. (The homework assignment is important to the student in order to stimulate the student to gain knowledge and to work on one's own learning skills and learning capability related to the subject of English literature from out of English learning principles).

Homework assignment for the student related to the subject of English literature introduction course:

As noticed: During the lesson leading to the reading task the teacher delivers the student/client the outline paper course reader and assignment homework instructions related to the subject of English literature introduction course (see below) first for lesson related communication and later for home work assignment tasks in order to study the complete introduction lesson material related to English literature at a more advanced level. The aim of this special attached appendix is that students gain more advanced knowledge in relation to the subject of English literature from out of a more structured perspective and in relation to the related homework, the student gives, by doing the homework instruction, feedback to the tutor/teacher who can by than orientate more closely on the individual student's personal needs and the student's personal wishes and made progress in order to adapt this information for tailor made guidance related to the student.

Student Homework (for students to take home together with the homework attached appendix related to English literature):

Note: Students had to use internet related computers in order to complete the assignments.

Outline paper course reader Attached appendix homework assignment instructions for students related to three basic tasks:

Task 1: One has to read the outline paper course reader related to the complete English literature introduction course carefully and one had to write a brief summary related to the attachment.

Task 2: One had to write a brief 750 words essay related to the subject of English literature which needs also include a final paragraph with a personal notification of sub-parts of interest and the experienced difficulties during the execution of the homework instruction.

Task 3: One has to write a personal notification about why it is of importance that one has to learn English literature and what the purpose of English literature is into one's own life.

Note: This homework needs to be submitted by E-mail to the tutor/teacher before the next meeting. Facultative: For further reading, links and orientation related to the subject of English literature, interested students can go to internet link Wikipedia: <http://en.wikipedia.org> to use the search machine for more information.

Outline paper course reader related to the English literature introduction course:

Introduction course English literature course reader.

Before we look closer to the meaning of English literature as a basic orientation of English study we have to ask ourselves three basic questions to state the nature of English literature study towards English study in general.

What is the meaning of literature?

Answer: Literature could be described as: Written works which deal with themes of permanent and universal interest, characterized by creativeness and grace of expression, as poetry, fiction, essays, etc.: distinguished from works of scientific, technical or journalistic nature; belles-lettres. Source: Webster's, P744. [2] Literature could also be described as: 1- books, writing, especially novels, poetry, drama, biography, etc. 2-what has been written on a particular subject. 3-written information about something. Source: Harrap's (P258) [1]

What is English literature?

Answer:

Task: go to [2] and read the text related to the displayed Wikipedia internet article.

What are English studies?

Answer:

Task: go to [3] and read the text related to the displayed Wikipedia internet article.

Now we have stated the nature of literature towards English study we can continue the introduction course in order to go to the main subject of this reader.

Task: go to [4] and read the text related to the displayed Wikipedia internet article.

References:

[1], Harrap's standard learners English Dictionary, ISBN 0-245-53984-0. Harrap Books LTD, 1980.

[2], Wikipedia (internet)
http://en.wikipedia.org/wiki/English_Literature

[3], Wikipedia (internet)
http://en.wikipedia.org/wiki/English_studies

[4] Wikipedia, (internet)
http://en.wikipedia.org/wiki/English_literature

English literature introduction course, a brief evaluation:

The course was conducted as an experimental case with three volunteer students at NMG in the Netherlands and under supervision of Fridsma who acted also as the teacher/tutor, the students were enthusiastic during the course presentation and homework assignment tasks workouts. After the first introduction lesson and the homework assignment examinations, Fridsma and the three volunteer students conducted a evaluation session in which case the English literature introduction course program, the students but also the teacher (Fridsma) were evaluated. The final results were positive. The motivation during the experiment and evaluation session of all involved parties was high and teaching was pleasant and constructive. The lesson program objectives were achieved. The student learning goals related to English language and introduction literature study were also achieved. The teacher and the project experiment related students were optimistic towards a follow-up program for further learning.

Critical note of warning by Fridsma related to internet and (quick) teaching material resources:

Internet and internet media sources like Wikipedia can deliver quick material resources for teaching purposes but every TESOL related teacher/tutor/trainer at operational didactical educational research and development level had to understand that each material used from internet had to be filtered, examined and tested at validity level of contents if one wants to use it for educational purposes and above all one had to look at the real value of the materials in relation to the teaching objectives because there is a lot of trash at internet which would be a error if one by mistake use those resources for educational purposes because it will damage your reputation and teaching quality standards, end of note Fridsma.

Specific project related business English for Christian related ESOL students:

Case Project Workout:

Herman Fridsma transformed 1 article of special interest within the New York Times for usage as a specific business English case project, which will be presented as a fine quality (economic financial) research project for the client/student with multiple assignment tasks which needs to be completed by the student/client under supervision of the tutor/teacher.

Lesson development related to a guided internet research project for the client/student:

Teaching objectives:

Primary basic objectives:

The client/student learns how to use the internet for research purposes. One will learn how to use Business English related to practical cases by means of multiple assignments. One will sharp one's English skills and develop one's English potentials to a higher level by doing so.

Secondary extended objectives:

The client/student has to use internet for extensive internet research and for developing internet skills related to writing solid articles in normative English next to the usage and interpretation of internet sources. The student learns by means of the project related assignments how to analyse and handle strategic, tactical and operational information for data processing and writing. The final goal for the client/student is to write and produce a solid (economic financial) research project overall paper concerning different aspects of internet research and information integration by developing one's own intellectual and presentation skills for project design and development under close supervision and guidance of the tutor related to the student/client and the assignment (economic financial) research project.

Project Supervisor:

Project and student/client related tutor/teacher.

Internet Research Project time table duration and special notifications:

The project has a maximum duration of 3 to 4 weeks with a weekly supervision evaluation of 1 to 2 hours a week and a final overall assignment evaluation of 1 to 2 hours. The project student/client related tutor teacher can be contacted at all time if needed by means of E-mail or internet link by the client for project related guidance and questions related to project difficulties in which case the tutor/teacher has to respond within 24 hours under normal conditions. The first week of the project the student/client will receive two days of 4 to 6 hours a day of extra supervision introduction and guidance in order to start up the Internet Research Project.

Equipment and materials:

Inside the class:

The New York Times article 'Bailout Plan: \$2.5 Trillion and a Strong U.S. Hand'; as basic lesson material.

Writing materials: ballpoint and paper for tutor and student/client for personal notations and student/client assignment.

Overhead projector and or whiteboard plus related materials: for tutor teaching tasks.

-Personal Computer with internet communication connection.

-Webcam, sound boxes and computer PC-microphone or equivalent headset.

-Word processing program.

-MSN-live messenger or equivalent.

-E-mail address.

Outside the class by means of computer (tutor and client/student equipment and materials):

The New York Times article ‘Bailout Plan: \$2.5 Trillion and a Strong U.S. Hand’; as basic lesson material.

Writing materials: pen and paper for tutor and student/client for personal notations and student/client assignment.

-Personal Computer with internet communication connection.

-Webcam, sound boxes and computer PC-microphone or equivalent headset.

-Word processing program.

-MSN-live messenger or equivalent.

-E-mail address.

Tutor/teacher special notifications:

-Give the student/client positive project related feedback guidance.

-Give the student/client project related instructions.

-Let the student/client develop from out of his or her own value and capability.

-Ask student/client for project related difficulties.

-Answer project related questions.

-Let the student/client make the assignments under your supervision and guidance.

-Discuss and evaluate the assignment parts and results gained by the client/student.

-New appointment (follow-up supervision project guidance).

Target group:

Christian related business English (ESOL) students.

Special note towards the language lessons:

Class teaching sessions begin all with a Christian prayer (5 minutes).

Case Project Data Internet:

Go to internet link for the full text (two pages, the link begins at page two).

Website link:

http://www.nytimes.com/2009/02/11/business/economy/11bailout.html?pagewanted=2&_r=1&th&emc=th

Article:

The New York Times

February 10, 2009

Key topic: Economy, USA financial system rescue plan.

In order to read the text related to this article (see Case Project Data Internet) one had to go to:

http://www.nytimes.com/2009/02/11/business/economy/11bailout.html?pagewanted=2&_r=1&th&emc=th

Source:

The New York Times, February 10, 2009.

Student/client assignments related to a personalized (economic financial) research project:

-1- Analyse the New York Times article Bailout Plan: \$2.5 Trillion and a Strong U.S. Hand, date February 10, 2009 and write a brief paper which need to include a summary of the key points of the rescue plan and your own thoughts and conclusions with special points of interest for the role of the USA banks especial the so called bad banks and the USA government and economy policy development related to the present economical development and the rescue plan and its consequences for the future.

-2- Visit the website of The New York Times article Bailout Plan: \$2.5 Trillion and a Strong U.S. Hand date February 10, 2009 and search for related information with special attention of the balance of pros and contras of the rescue plan and the vision of the Democrat and the Republican Parties within the USA. Write the research findings and conclusion down in a special research journal with notification of the used internet sources.

-3- Write an essay about the economic consequences of the \$2.5 trillion costs rescue plan of the USA with special interest for the economic topics: role of the USA banks in relation to the USA economy and the rescue plan, the international business consequences of the rescue plan, inflation, the wage-price spiral, international market consequences, labour versus unemployment development; the international function of the US Dollar on the value market and the rate of exchange of the US dollar, the present and future economic development of the USA. The essay needs to be written from out of the point of few of the United States. One may do research from out of internet with notification of the used sources. One need to use the New York Times article Bailout Plan: \$2.5 Trillion and a Strong U.S. Hand date February 10, 2009 as starting point.

-4- Search for a (financial economic) discussion group or its equivalent on internet and join the group.

Bring the question of the New York Times article Bailout Plan of \$2.5 Trillion in discussion and write down in a journal the interesting quotations related to the discussion group and the subject of the rescue plan.

-5- Search on internet for USA higher or lower officials related to the financial economic sector. Sent a E-mail to the officials or their connected organisation with your personal data as student and your research project related to the USA rescue plan and your question for their professional opinion and thoughts related to the to the rescue plan of \$2.5 Trillion. Bundle the collected return E-mails and write it down in a special rapport.

-6- Combine the written assignments 1, 2, 3, 4 and 5 and write a overall summary review and conclusion related to your (economic financial) research project.

-7- Submit the assignments 1, 2, 3, 4, 5 and 6 in an overall rapport to the teacher/tutor for final assignment evaluation and discussion.

Basic Teacher Observation Rapport (BTOR) from for teacher evaluation purposes within the teaching practice developed by Fridsma.

Introduction:

Within the teaching practice it is necessary that related to language teaching quality standards of a quality language school or institution would be honored and maintained. High standards teaching quality development could be accomplished by means of a regular BTOR language teacher evaluation related to his or hers functioning at professional teaching practice level within the language school or institute. The BTOR evaluation is related to the professional functioning and attitude of the to be observed teacher who would be evaluated with as special remark that the results of the observation are confidential and would be handled with care between the involved parties and will be used during a follow-up functioning's evaluation of the observed teacher in order to develop teacher related improvement by means of teacher related schooling recommendations in order to fill teaching gabs for example. BTOR should be seen not as an instrument of punishment but as a constructive instrument for teacher professionalism improvement related to quality teaching and professionalism. This BTOR teacher evaluation instrumentation developed by Fridsma could be used within all TESOL related teaching practices at secular and non-secular level of teaching practice of English language teaching. It could be (as noticed) also of benefit towards Christian related TESOL language schools or institutions, (Fridsma).

Example BTOR sheet rapport for evaluation feedback and teacher observation:

Place and date:

Strictly Confidential:

Name and function teacher evaluation observer:

Name observation authorization institute related to the teacher observer:

Name teacher observant:

School:

Address:

Zip-code:

Place:

Country:

Telephone:

Email address:

Observing period data:

General information related to teaching English learning session teacher observation:

How does the teacher introduce the session?

How does the teacher organize it?

How does the teacher present the session?

How great is the extent to which students are involved in the session?

How does the teacher conclude the session?

What are the detailed areas the teacher will be concentrating on are listed in the following observation schedule?

How does the teacher behave during the teaching session?

How does the teacher behave towards students?

How does the teacher behave towards co-workers and management?

Is the teacher well organized?

Is the teacher well prepared in relation to the course program he or she teaches?

How does the teacher react towards students?

Does the teacher need extra help or guidance?

Is the teacher skilled enough in relation to the teaching process?

Does the teacher needs post educational training in order to improve its teaching practice?

After teaching session teacher observation evaluation remarks:

What is the general conclusion related to the teaching practice of the teacher?

Is there any progress towards the teacher in relation to an earlier evaluation observation?

When and where will the teacher evaluation session feedback be given?

Who will be present during the teacher evaluation session?

Are there special remarks related to the teacher and his or hers teaching practice?

Direct questions towards the teacher him or herself during and after the evaluation observation feedback session:

What aspects of your teaching do you as teacher feel you would like to work on or improve?

What do you as teacher need to do in order to improve in this area?

Do you think that you have constructive teaching contact with your students?

Who might be able to help you as teacher?

How do you think of yourself as a teacher?

How do you think that your students think about you as teacher?

How is your relation with your co-workers and management?

How much time do you invest in your lesson preparations?

Do you experience often stress?

Who or what might stop you and what can you as teacher do about it?

How will you know when you as teacher have improved?

Do you have a feeling that you need supervision?

Evaluation feedback finals:

What appointments will there be made with the teacher?

What is the outcome result of this evaluation feedback session?

When will the teacher be re-evaluated for feedback in regard to his or her teaching session?

What are the final conclusions in relation to the evaluated teacher?

When will the information related to this Basic sheet for feedback and teacher observation be evaluated for a direct feedback session with the involved teacher?

Overall observation conclusions and comments related to the observed teacher:

Special remarks towards the observed teachers professional functioning and attitude:

Recommendations related to the observed teacher:

Name and signature teacher observant:

Name and signature teacher observer:

Note: This BTOR evaluation instrumentation should only be used for TESOL related teaching improvement purposes, end of note Fridsma.

Brief Christian ELT management statements by Fridsma related to the within the appendix displayed models developed by Fridsma:

-Christian related ELT management is a form of ELT practice related coaching and controlling of ELT (field) processes with integrated Christian values and identity.

-ELT asks in accordance to Fridsma for quality processing and process control related to:

-Practice related ESOL teaching field control.

-Target (student) group control.

-TESOL research and development control.

-TESOL management development and control.

-Quality control in general and in special related to: Teaching processing; teaching aids; teaching materials; program and syllabus development and presentation; linguistics and professional development and control; personal and team development and effectiveness; teacher functioning; periodical evaluation; research and materials development; management processes; management instruments; ELT project development; education processing.

Note: Christian ELT management related information models are displayed in Appendix page 102 and further, end of note Fridsma.

Chapter Five – CONCLUSION AND RECOMMENDATIONS

Main conclusions and recommendations:

- The research thesis related to Fridsma inhibits a qualitative and solid character.
- Christian TESOL related ELT needs to profile itself by more and structured PR, research, writings, lectures and presentations in order to show quality and professionalism.
- It is important to develop high quality teaching standards at international global scale related to (Christian) ESOL teaching.
- One third of world population is of Christian origin what has its implications towards Christian ELT and TESOL.
- Christian ELT is dynamic, constructive and effective.
- Christian ELT management, research and development are related to quality processing and control.
- Christian ELT is of benefit for the Christian English learning ESOL community.
- It is of great importance for individual ELT related Christian teachers and managers to develop quality standards related to the professional practice.
- ELT (Christian) teachers need to be evaluated periodically in order to maintain professional quality standards.
- English lesson programs need to be stimulating learning processes.
- English lesson programs needs to be stimulating student creativity.
- English lesson programs needs to be functional, constructive and to inhibit didactical and educational goals and objectives.
- English lesson programs needs to be evaluated in relation to quality standards.
- English lesson programs needs to inhibit a minimum of 10% of Christian related education integration (Fridsma norm).
- Christian ELT teachers need to be:
 - Creative, flexible, dynamic and open-minded.
 - Critical towards one's own teaching and lesson program.
 - Adapt criticism towards one's own functioning and lesson program.
 - Professional, functional and constructive.
- Christian ELT management needs to be update, effective, constructive and qualitative of character.

Chapter 6: Summary and Discussion:

Summary:

Abstract: Fridsma has presented a qualitative research thesis related to Christianity and TESOL in general and material development and ELT management in special in which case ELT processing and lesson programs are the centre point of focus related to quality standards and objectives. Fridsma displays practice related examples related to his theoretical and philosophical statements and vision in order to integrate theory with practice.

Discussion:

We have noticed that Christian ELT and ELT management is dynamic, constructive and effective and that Christian ELT management, research and development is related to quality processing and control and that Christian ELT is of benefit for the Christian English learning ESOL community. Fridsma asks you three basic questions:

1- What is your opinion related to Christian related ELT as presented within this research thesis?

2-Do you think that Christian related ELT in general and ELT programs and ELT management in special as presented by Fridsma are effective and qualitative? (Motivate your answer).

3- Are you willing to integrate Christian related concepts within your teaching practice? (If you are willing to integrate these concepts, what is your plan of action and how would you handle it? If you won't integrate Christian concepts explain why.) (Motivate your answer).

Bibliography and References:

Adherents (internet)

<http://www.adherents.com>

Berger, Th. H, Bouwens, J. F,

Engels voor kantoor, bedrijf en handelsopleidingen. ISBN: 9 0 2 5 2 6 3 3 1 3; Uitgeverij Helmond, Helmond (Netherlands).

Brisk M.E and Jefferies J,

Online article: Mainstream Classroom Instruction; Boston College.

CIA World Factbook, 2009;

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

Coolidge, Frederick L, 2006;

Dream Interpretation as a Psychotherapeutic Technique: ISBN: 1 8 4 6 1 9 0 1 7 7

Radcliffe Publishing

Defoe, Daniel, 1972;

Robinson Crusoe; ISBN: 9 0 2 2 9 5 0 8 8 3; A., W. Bruna en Zoon, Utrecht (Netherlands).

Fridsma, Herman, 2009;

Neo-Theological Reflections: True beliefs in relation to God, the General Oer Dimension doctrine, Genesis 1, 2 and 3 revealed from out of metaphysical meaning, the New Testament and the liberation of mankind. Information E-mail: dr.herman.fridsma@gmail.com

GeoHive, (Internet).

<http://www.geohive.com>

Grimes, Barbara F., editor. 1996. Ethnologue: Languages of the world (thirteenth edition). Dallas: Summer Institute of Linguistics; Etnologue internet link: <http://www.ethnologue.com>

Harrap: 1980;

Harrap's standard learners English Dictionary, ISBN 0 2 4 5 5 3 9 8 4 0. Harrap Books LTD.

Het beste sprookjesboek; Uitgeversmaatschappij The Reader's Digest NV Amsterdam-Buitenveldert (Netherlands).

Hornby, A.S. 1977;

Oxford advanced learner's dictionary of current English New Edition, ISBN 0 1 9 4 3 1 1 0 1 5; Oxford University Press. Sixth Impression.

McKibben, Bill. 1990;

"The end of nature."; ISBN 0 1 4 0 1 2 3 0 6 7; A Penguin Book.

New King James Version Bible.

Oxford, 1980;

The Oxford illustrated dictionary, second edition, 1980. Book Club Associates London.

SLW & CALL, volume 11 number 3; 2007, published by TESOL, Inc. Alexandria, Virginia USA.

The New English Bible; 1970;

University Press, oxford.

The New York Times (internet):

http://www.nytimes.com/2009/02/11/business/economy/11bailout.html?pagewanted=2&_r=1&th&emc=th

The Oxford guide to the English language; 1984, University Press, Oxford; Guild Publishing London.

US Census Bureau; (internet)

<http://www.census.gov>

Webster's 1996:

The New International Webster's comprehensive Dictionary of the English language 1996 edition; ISBN 1 8 8 8 7 7 7 0 0 1. Deluxe, Trident Press International.

Wikipedia, (internet):

Wikipedia (internet)

http://en.wikipedia.org/wiki/English_Literature

Wikipedia (internet)

http://en.wikipedia.org/wiki/English_studies

Wikipedia, (internet)

http://en.wikipedia.org/wiki/Language_development

Persons register:

Anderson, Christiaan, Hans: 37, 38

Berger, Th. H: 50, 51, 97

Bouwens, J. F: 51, 97

Brisk, Estella, Maria: 63, 64, 65, 97

Canagarajah, Suresh: 12, 13

Chamot: 64

Coolidge, Frederick L: 51, 71, 72, 97

Darwin, Charles: 17

Defoe, Daniel: 30, 54, 97

Durkin, Philip: 27, 28

Eagle, Dorothy: 56

Ferguson, J. G.: 56

Freud, Sigmund: 71, 72

Fridsma, Herman: 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 62, 63, 64, 65, 66, 68, 70, 71, 73, 74, 75, 76, 79, 82, 83, 87, 88, 91, 94, 95, 96, 98, 100, 102, 103, 104, 105, 106, 107

Gibbons: 64

Grimes, F, Barbara: 23, 24, 52, 98

Harrap: 53, 98

Haseth de, Nadine: 6

Hornby, A. S.: 5, 56, 98

Jefferies, Julian: 63, 64, 65, 97

Jesus of Nazareth: 5, 67, 74, 75

John: 13

Johnston, Bill: 12

Jung, Carl: 70, 71, 72

Le Cornu, David: 6

Luke: 5

Maria, mother of Jesus: 74

Marshall, Sally: 6

Maslow, Abraham: 70

Matthew: 66, 67,

McKibben, Bill: 17, 54, 55, 98

Meurs van, Ineke: 6

O'Malley: 64

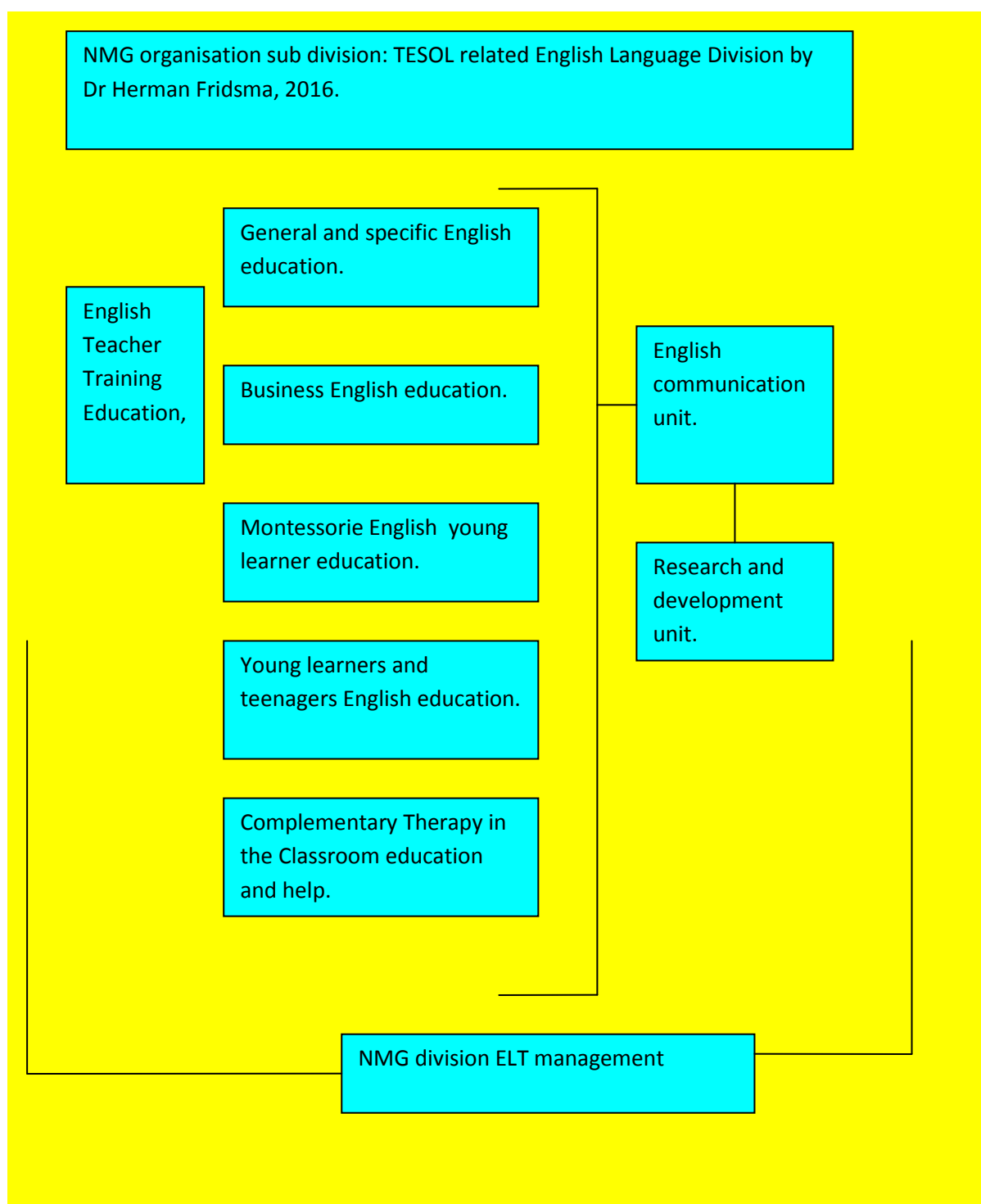
Purgason, P, Kitty: 14

Schleppegrell: 64

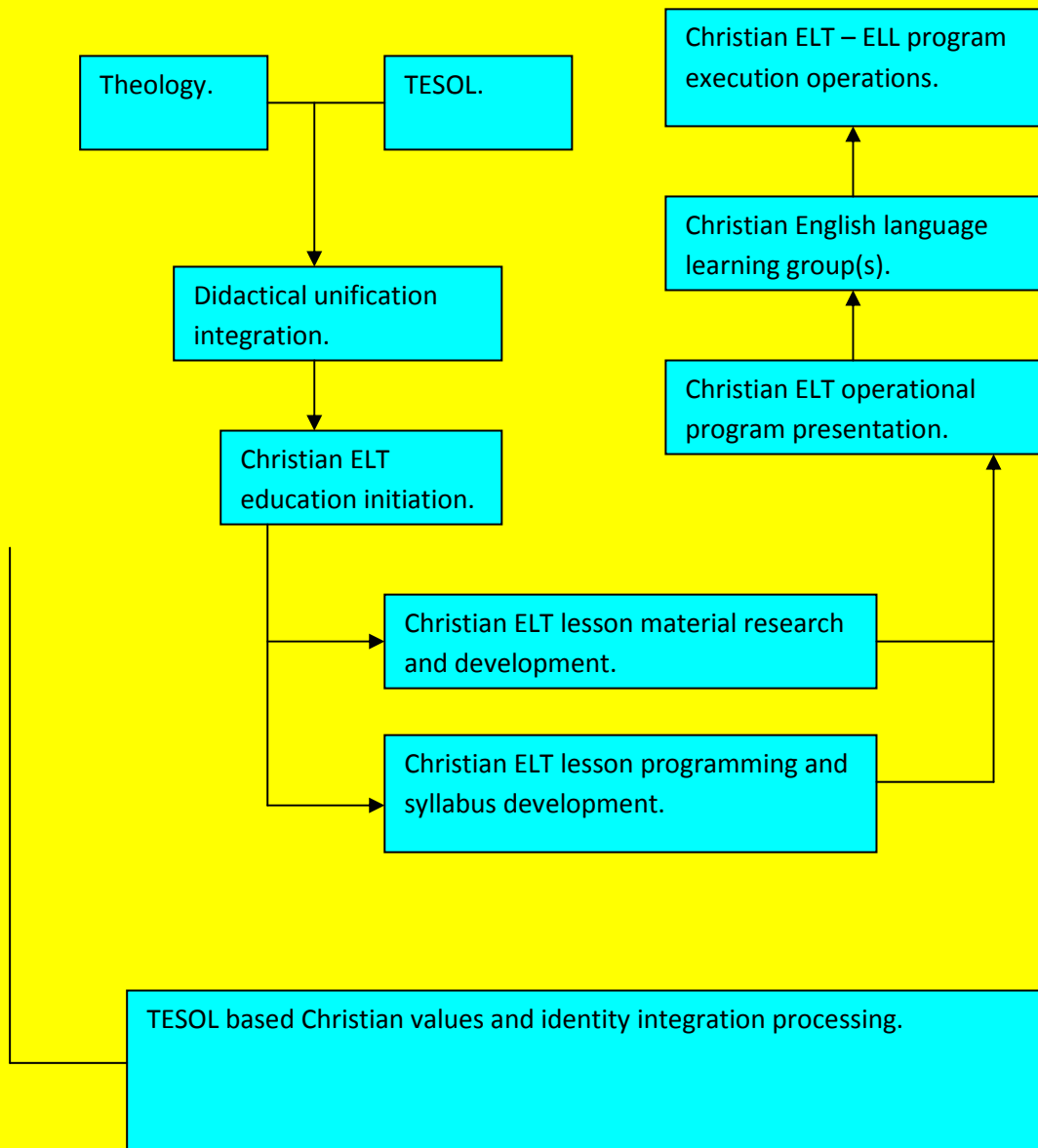
Vannuffel, Phyllis: 6

Appendix:

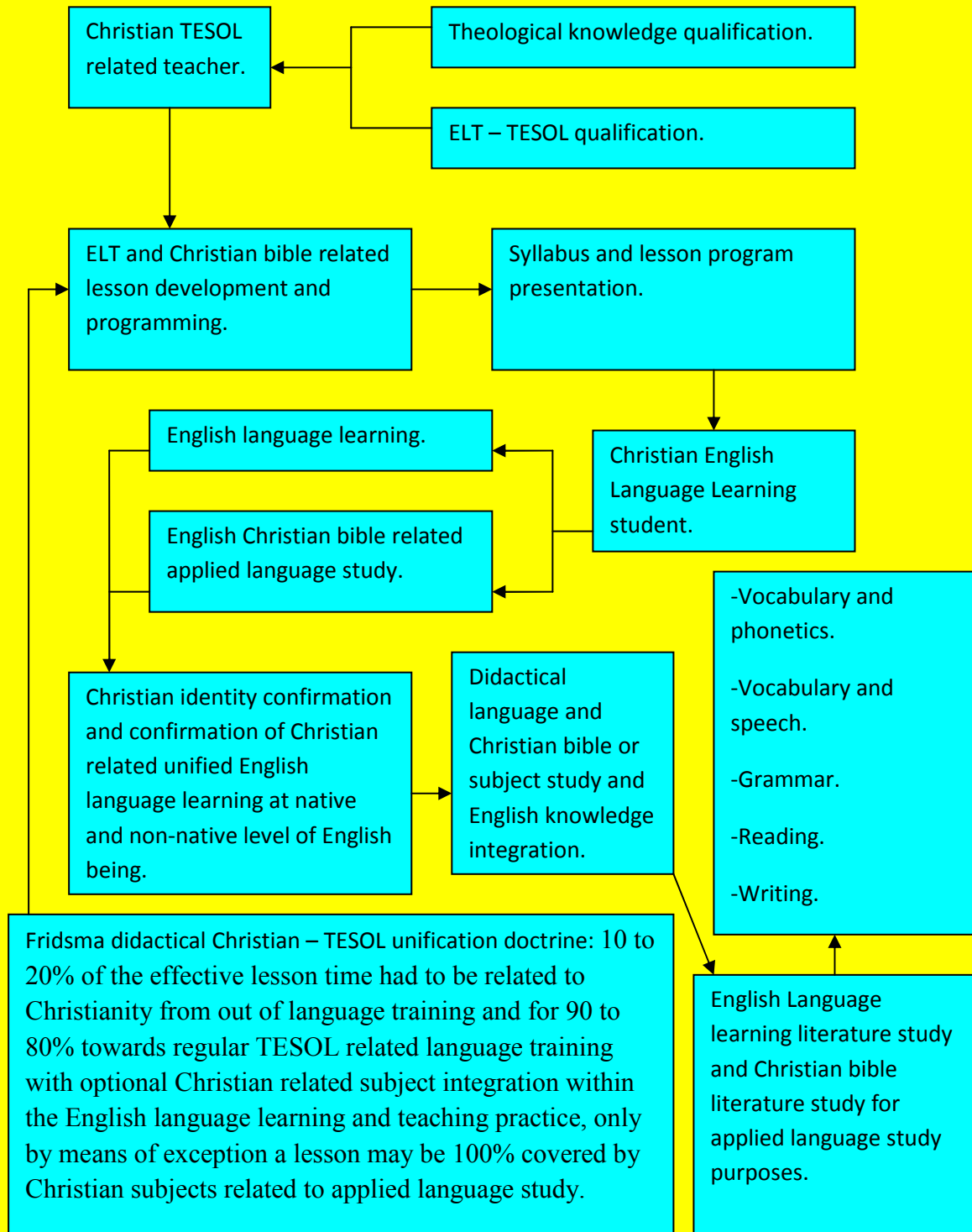
This appendix contains ELT related Christian process management models developed by Fridsma (2016). The models are developed in order to stimulate Christian ELT related management thinking and processing from out of a creative and dynamic Christian ELT business and teaching environment.



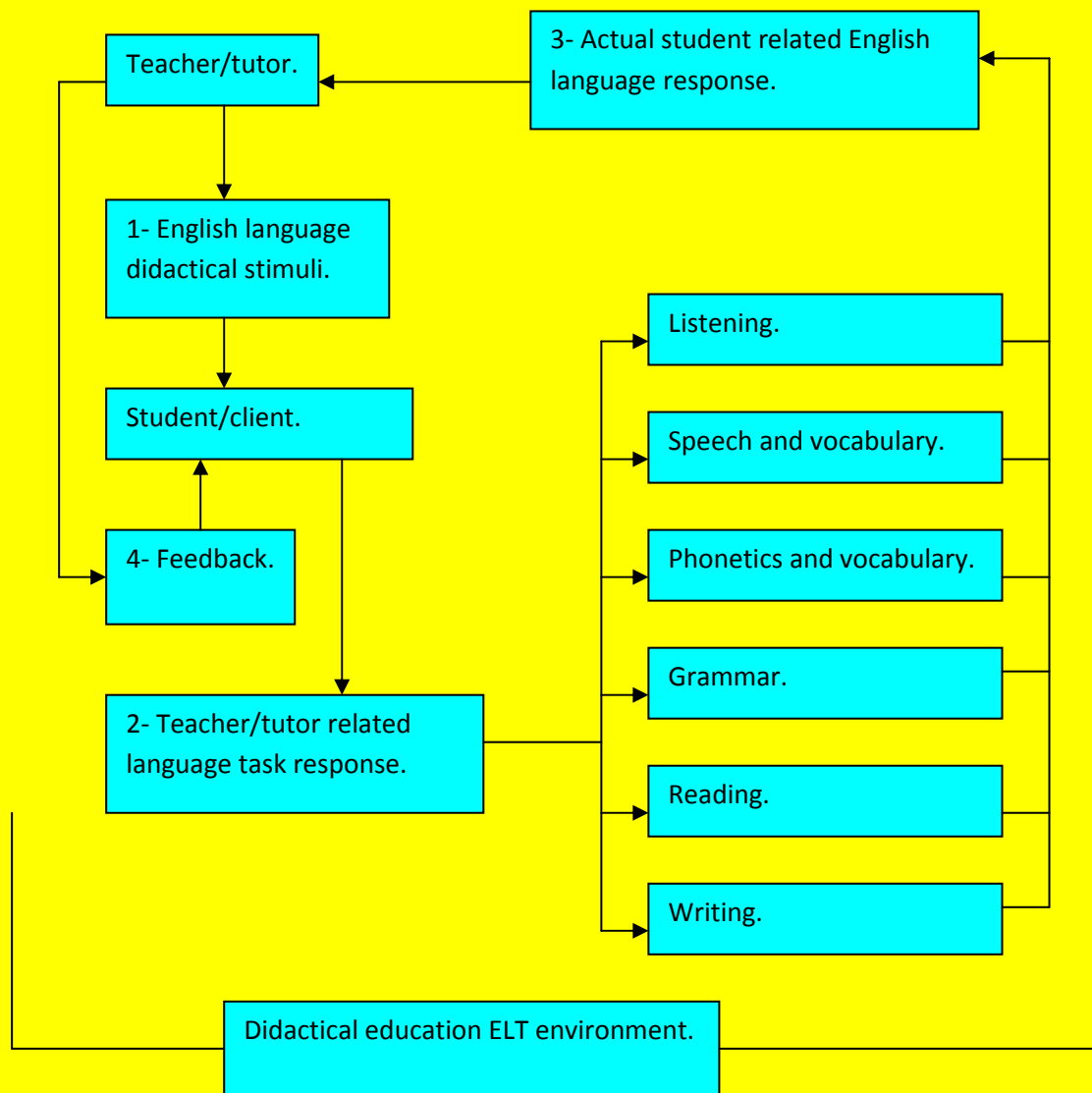
Christian ELT – ELL didactical education unification programming and processing concept developed by Dr. Herman Fridsma, 2016.



Christian student and Christian teacher related Christian TESOL unification program processing execution model developed by Dr. Herman Fridsma, 2016.

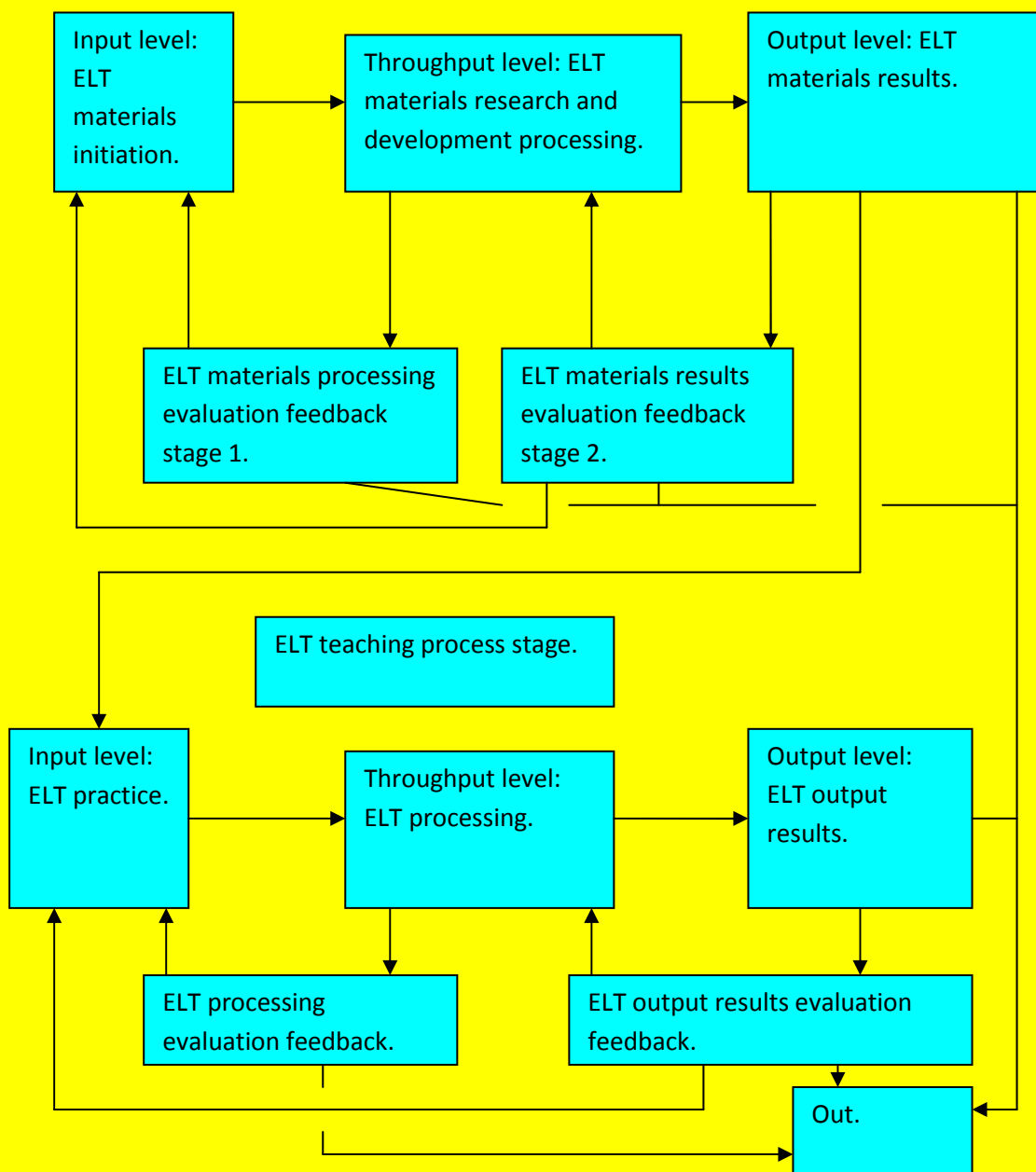


Basic one to one educational English language learning didactic teacher – student stimuli – response and feedback processing interaction model developed by Dr. Herman Fridsma 2016.

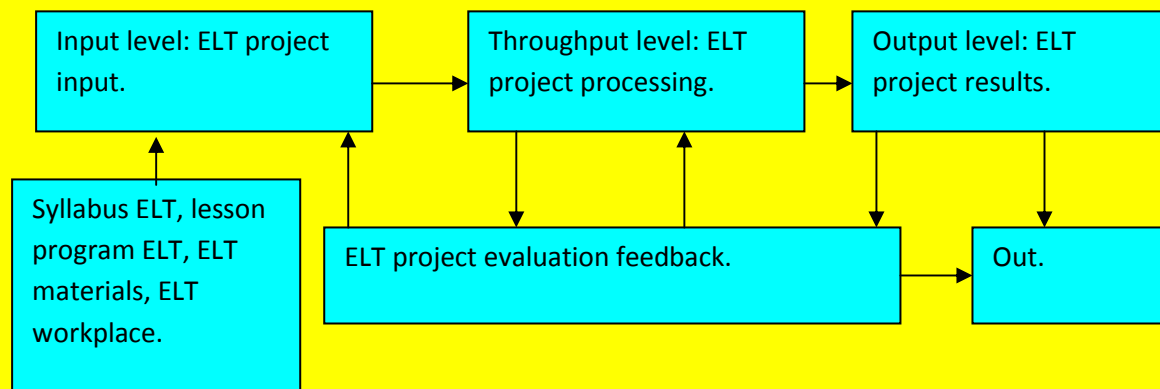


Simplified integral practical overall ELT management: an ELT materials research and development management and ELT teaching management processing model developed by Dr. Herman Fridsma 2016.

ELT materials research and development stage:



Elementary ELT project management processing model
developed by Dr. Herman Fridsma 2016.



Contact:

Dr. Herman Fridsma.

NMG in the Netherlands

E-mail address: dr.herman.fridsma@gmail.com

Copy rights:

Philosophical and didactical reflections related to TESOL, program development and ELT management in general and TESOL, program development and ELT management in relation to Christianity from out of educational and didactical integration and unification.

Author: Dr. Herman Fridsma.

Copy rights Dr. Herman Fridsma, 2016